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ABSTRACT

The 6 resource units in the report are offered as instructional aids to teachers who work with migrant children. They are one of the key elements in the 1973 Migrant Teacher Institute's recommendations related to Individualizing Instruction in both reading and oral language. The units are organized for: (1) goals, (2) objectives, (3) motivation, (4) committee and group work, (5) evaluation, and (6) concluding activity. The units are for students from kindergarten through junior high, covering: Self Awareness Through the Five Senses (kindergarten); Fun with Fairy Tales, Arizona Desert Life, and Heritage: An Awareness of Peoples (primary); Japan (intermediate); and Africa, Land of Contrast (junior high). A teacher's guide is also given. (FF)

# SUGGESTED RESOURCE UNITS
# MIGRANT CHILD EDUCATION

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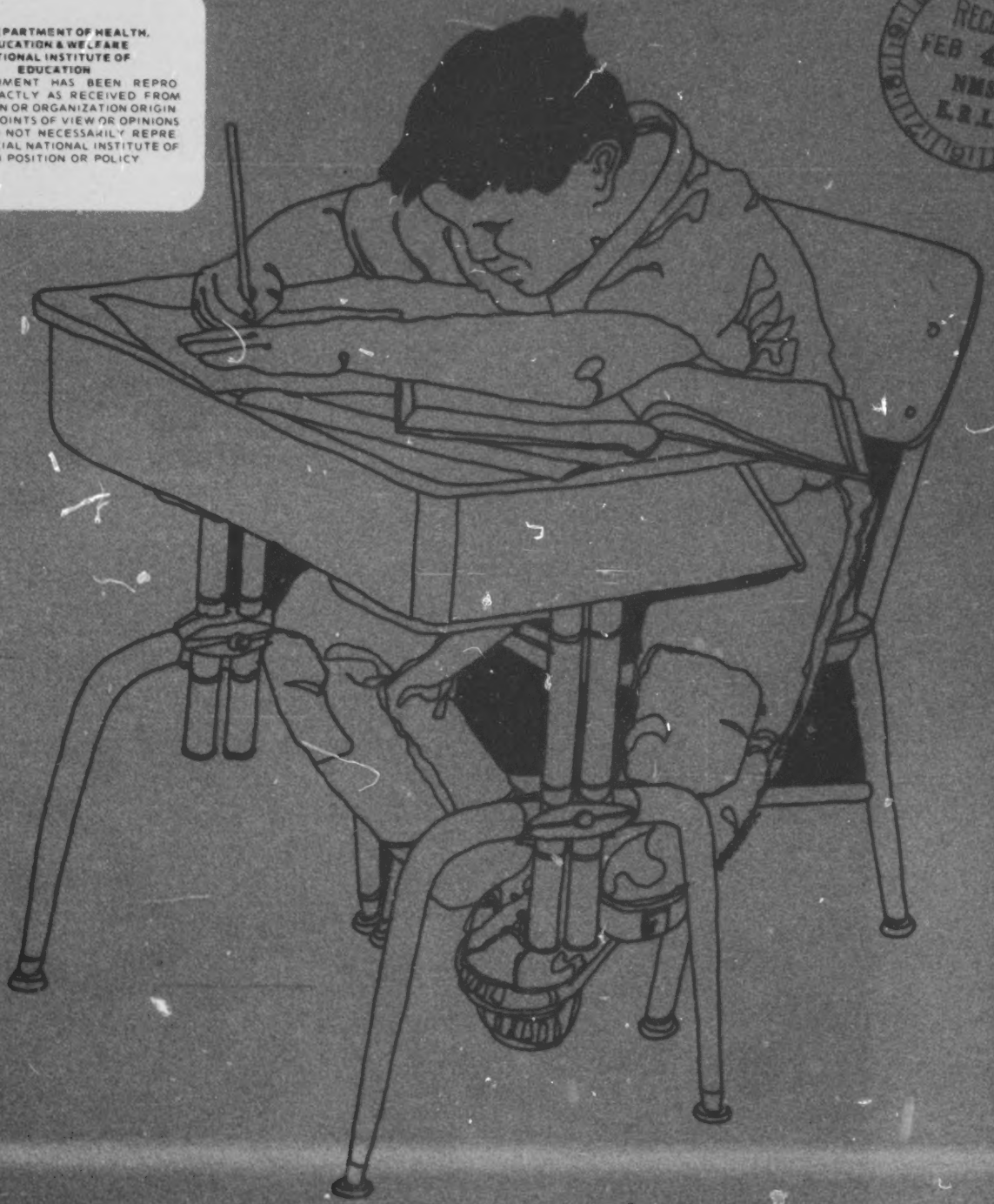

Arizona Department of Education
W. P. Shofstall, Ph.D., Superintendent

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# SUGGESTED RESOURCE UNITS

# in

# MIGRANT CHILD EDUCATION

Developed During

the

Fourth Annual Migrant Teacher Institute - 1973

Migrant Child Division

ARIZONA DEPARTMENT OF EDUCATION

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# INTRODUCTION

One of the requirements of the 1973 Migrant Teacher Institute was the preparation of several Resource (instructional) Units. Resource (Instructional) Units were one of the key elements in our three-stage recommendations related to Individualizing Instruction in both reading and oral language.

The Institute attempted to train participants in the implementation of individualized instruction by recommending the following stages:

Room Organization: Realistic Interest-Work Centers

Unit Themes and Committee Activities

Individual Conference and Record Keeping

The main concerns under the heading Room Organization consisted of establishing various Realistic Interest-Work Centers in each classroom. These interest-work centers should consist of an art area (paper, magazines for cutting, etc.); an audio-visual area (filmstrips, records, headset for listening, etc.); a library area (paperbacks, hard cover books, etc.); a general area (reference materials, mural making, etc.) Obviously, the type of interest-work center will depend on teacher-pupil interests.

Unit Themes and Committee Activities were designed to build upon the interests of teachers and children. They were also designed to provide general curriculum content expectations for respective age and grade levels.

For example, if a sixth grade class is expected to learn about Europe, a Unit might be selected (depending on teacher-pupil interest), to develop, in depth, one aspect of this major curriculum area. This greatly expands the traditional textbook approach.

The final recommendation was to encourage teachers to schedule Individual Conferences and maintain records. The Individual Conference (teacher to pupil or teacher to small group) and teacher-made records of the events taking place during the conference is by far the most important component. As the children develop a reasonable level of independence with Unit activities and the ability to function in interest centers, the teacher then has the opportunity to schedule conferences to guide the children in their learning process. Since the activities of the conference are based on the learning needs, background and interest of each child, one can readily understand how Individualized Instruction is essential to the Migrant Child.

The Six Resource (Instructional) Units in this report are offered as instructional aids to teachers who work with Migrant Children.

N. Silvaroli

# RESOURCE UNITS:

# A TEACHER'S GUIDE

Warren H. Wheelock, Ed.D.
Director, Reading Clinic
University of Missouri-Kansas City

The Unit is a series of planned, co-ordinated experience organized around a central theme or problem. Basically, there are two unit Types:

a. The Teaching Unit: The teaching unit is composed of purposeful, related activities organized around aspects of everyday living significant to the child. It provides for the integration of learnings related to many curriculum areas.

b. The Resource Unit: The Resource Unit is a collection of suggested teaching and learning experiences and materials organized around a selected topic or area.

The basic difference between a Teaching Unit and a Resource Unit is one of anticipation or pre-planning. The teacher who has been doing Unit Teaching for several years may have completed two or three Teaching Units and realizes that these continue to be relevant, so they are used again - perhaps in a slightly modified form. Nevertheless, the teacher has collected materials, ideas, has sources of information, etc., which can still be used. When this happens, you have a Resource Unit. Or the teacher may have certain areas in the curriculum that must be covered and then prepares Resource Units to fill these needs.

The six Resource Units in this publication are organized as follows:

| Areas | Comments |
| --- | --- |
| I. GOALS. | Participants were asked to include several non-measurable goal statements. Basicly, these statements deal with overall concerns of the Unit. |
| II. OBJECTIVES. | In some instances the objectives are stated in measurable (behavioral) terms. In other instances the objectives are specific but not easy to measure. When developing objectives participants were urged to establish reasonable outcomes rather than be concerned with a comprehensive series of accurately measured objectives. |
| III. MOTIVATION. | Participants were asked to include specific teacher directed motivational activities to introduce the Unit. These activities should also be sure to create interest in the Unit. |
| IV. COMMITTEE AND GROUP WORK. | Each Unit presents specific sub-topics which are directly related to the main Unit theme. For example, in the Unit on Japan, under the sub-topic Japanese Art (p. 62), the participants listed types of art, i.e., calligraphy, Oragami, flower arranging, etc.<br><br>This was done because it is believed that students need specific guidance and assistance. What art form students select. How they decide to approach the topic, etc., should be the students concern. However, providing them with realistic alternatives should be the teachers main concern. |
| V. EVALUATION. | Brief Pre - Post measures are included in each Unit. |
| VI. CONCLUDING ACTIVITY. | These activities are designed to close the total Unit. |

# SELF AWARENESS THROUGH THE FIVE SENSES

## A READINESS UNIT


Committee:

Dorothy Nichols, El Mirage, Dysart
Marcy Kuamoo, Frank, Tempe
Martha Flores, Litchfield Park
Lavon Dillon, Lincoln, nogales
Pat Davenport, El Mirage, Dysart



FOURTH ANNUAL MIGRANT INSTITUTE - 1973

## SELF AWARENESS THROUGH THE FIVE SENSES

### A Readiness Unit

OBJECTIVES

1. To provide activities to make children aware of their five senses and how we learn by using them.

2. To develop the basic English vocabulary describing the five senses and their functions.

3. Understand each of the specific sense organs to introduce concepts as listed and to evaluate individual progress in understanding these concepts.

SUB-TOPIC AREAS

1. Introductory Language Activity (everyday activity)

   a. Materials needed: Flannelboard and large flannel Happy Face with movable eyes, ears, nose and mouth of contrasting flannel. Also a left hand (red flannel) and a right hand (green flannel).

   b. Teacher models each pattern and puts the correct sense organ on the Happy Face. Children repeat: 1) group, 2) small group, 3) individually.

      "With my eyes I see." "With my ears I hear."

      "With my nose I smell "With my mouth I talk."

      "With my hands I touch."

   c. After practice the children can put one of the sense organs on the flannelboard and tell function.

   d. Substitution drills:

      T: With my eyes ____ ____ ____. (Children finish sentence)

      T: I can see ____ ____ ____ . (Children finish sentence)

(Face can be changed to express sadness, anger, etc., by changing the movables or adding some.)

2. Ears

   a. Basic language pattern and concept. "With my ears I hear."

   b. Concepts: loud and soft, high and low (musical), fast and slow, same and different; developing listening skills, new vocabulary, hearing spoken English, learning group participation.

c. Activities:

1) Listening Box - large decorated box with hole in side for children to reach in. Supply the noisemakers such as bell, squeak toy, rattle, jingle bells, cricket, maracas, etc. Start with one toy, have one child manipulate it and another tell what it is. Then go to two toys, and two different sounds. The child can choose to make one sound two times and another child must tell him it is the same. Person telling the noise, gets the next turn. Finally, all the noisemakers can be put into the box to make guessing more difficult and discriminating.

   May also be played as a group response activity with children clapping if the noise is the same and remaining quiet if the noises are different.

2) Listening Cans - Each child covers a beverage can with paper and decorates. Two sets of cans are filled with noise making material such as sand, rocks, cereal, beans, marbles, etc. A similar game to Listening Box can be played reinforcing same-different concept. (Can also be used later for heavy-light concept.)

3) Animal Sounds - Children take turns making an animal sound, such as "Meow." Another child guesses and if correct, takes his turn. Cue pictures of animals can be used if necessary.

4) Tape Recorder - Make a tape of sounds of school: bell, children playing, singing, responding when teacher calls the roll, getting a drink, etc. Children can guess as a group or individually what the sounds are. (Other sound types might be household, transportation, quiet.)

5) Loud-Soft - Noises can be compared with two very different size bells, Papa Bear's voice and Baby Bear's voice, a large dog's bark and a tiny dogs bark, a child shouting and a small baby crying. These could be taped at first, then have children mimic.

6) Singing - On hand signals from the teacher, the children could sing parts of a well known song loud and then parts soft; or part of the room could sing the song loud and afterwards, the rest of the room could sing the song soft.

   An action song such as "The Wheels On the Bus" could be sung very fast and then very slowly.

7) A simple relay race of any type can be played at recess, emphasizing that the team that runs fastest will win.

8) Taped song - Make a cassette of Old MacDonald Had a Farm and exaggerate the soprano "r-rr-rr" of the rooster and the bass "moo" of the cow. A small group listens and when the

animal sound is high they stretch high on tiptoe and when the sound is low they stoop low. This group can teach the next group how to play.

9) Listening Walk - Class takes a listening walk. Teacher can carry a tape recorder to record spontaneous observations. After returning to the room either individual or group pictures and comments can be done. The tape recorder is used for cues.

10) Listening Post - Storybook and cassette to be listened to with earphones.

11) Language Master Cards - Teacher made language patterns with pictures of each sense organ to correspond with sentence.

12) Beginning Consonant Auditory Practice - The following consonants are almost equivalent in English and Spanish: [illegible], S, F, hard G, K (Spanish hard C), H (Spanish J), N, Y, B*, P*
(*much more explosive in English than Spanish)

Teacher: Maria (pause) Mama /// Milk (pause) Girl
If the two words begin with the same sound, the children clap their hands.

d. Media:

Books - Borten, Helen. Do You Hear What I Hear? Abelard-Schumann. London.

Garelock, May. Sounds of a Summer Night. Scott. New York

Wolff, Janet. Let's Imagine Sounds. E. P. Dutton Co., Inc. New York.

Weirr, Ruth Crowder. The Great Big Noise Book. Wilcox and Follett Co., Chicago.

Alexander, Anne. Noise in the Night Rand McNally & CO., N.Y.

Films - Loud Sounds, Soft Sounds (11 min.) K-3, Phoenix Dist. #1 Cat. FC-0[illegible]0

Hear Now (10 min.) K-3, Phoenix Dist. #1 Cat. FC-0470

Learning With Your Ears (11 min.) K-3, Dysart Dist. Cat. 452

Our Wonderful Ears and Their Care (11 min.) K-3 Dysart Dist. Cat. 82

3. Mouth

a. "With my mouth I talk."

b. Concepts: open and close; vocabulary and language pattern development.

c. Activities:

1) Have children bring things to school for Show & Tell.

2) Let each child tell his favorite story.

3) Read "The Three Little Pigs" to the group, but let the children discuss and decide on the ending.

4) Play game, "Simon Says", having different children direct the activity.

d. "With my mouth I taste".

e. Concepts: hot and cold, sweet and sour, salty, bitter.

f. Activities:

1) Have sugar and salt in separate containers. Have each child guess which is which; then have him taste each one.

2) Have children draw picture of favorite food and tell group about it.

3) Have half the group make hot cocoa and the other half make cold cereal; then have them taste each one and talk about the difference.

4) Have small containers with sugar, salt, vinegar, instant powdered tea and some toothpicks. Then have children rotate in groups dipping toothpicks into each container and discussing what taste it is.

g. Media:

Books - Crosy, Newell, Bonsall. Tell Me Some More.

The Three Little Pigs

Dr. Seuss. Scrambled Eggs Super! Random House, New York.

Stevenson, James Walker. If I Owned A Candy Store.

Shortall, Leonard. John and His Thumbs.

Zion, Gene. The Sugar Mouse Cake.

Lewis, Clara J. I Love Sprink.

Schkin, Mirian. The Little Red Nose.

h. "With my mouth I sing."

i. Concepts: rhythm, pointing, nodding, hopping, jumping, tall, high, wide, in and out, left and right, up and down, number concept, behind, from and to.

j. Songs:

Stretching Song
Looby Loo
Jimmy Crack Corn
Shoe Game
Eency Weency Spider
One Elephant
Poor Bird

k. Media:

Book - Ermice Boardman and Beth Landis. Exploring Music.

4. Nose

l. "With my nose I smell."

m. Concepts: vocabulary and language pattern development.

n. Activities:

1) Pass around bags with cinnamon, soap, citrus peel, perfume on cotton and have children tell what it smells like.

2) Take a walk to the cafeteria and have children guess what they will be having for lunch.

3) Supply a glass, spoon, flour and onion and have children talk about how they smell and if they smell.

4) Take children out for a walk to smell nature: grass, flower, tree, etc.

5) Cut small pieces from a potato, carrot, onion, celery, turnip, and beet. Blindfold and have child hold his nose and see if he can distinguish what he is tasting.

o. Media:

Films - Your Senses of Smell and Taste. Phoenix Dis. #1 Cat. FS1746.

Eat Well! Grow Well! (11 min.) Dysart District #78.

p. Evaluation:

Have pictures of candy, a pickle, cake, crackers, etc. Ask children to tell you about the taste.

5. Hands

a. "With my hands I touch."

b. Concepts: hot and cold, wet and dry, rough and smooth, hard and soft, same and different, heavy and light.

c. Activities:

1) Grab-bag - put some smooth and some rough things into bag. Children take turns picking out and discussing how something feels. (Ex.: sandpaper, satin ribbon, plastic tile, rough rock, etc.)

2) Three Bag Guess - In each of three bags put an apple, orange and tennis ball. Elicit responses from individual child as to how it feels, are they different, etc. Child whispers his guess on what is in each bag. At the end of the game cut the fruit in bite sized pieces and eat.

3) Have each child touch a wet cloth and then a dry cloth for comparison. Ask children to name all the wet and dry things they can think of. (rain, lake, paper towel, sand, etc.)

4) Have a pan with cold water and a pan with hot water and let children put their hands in each. Let children find pictures of hot and cold objects to put on a Hot Bulletin Board and a Cold Bulletin Board.

5) Show children a pillow and a brick and have them lift each. Ask them to bring objects to school that are hard and soft and then have them compare if they are heavy or light.

6) Same and different can be built into each activity by manipulation.

d. Media:

Books - Webber, Irma. Up Above and Down Below. Wm. R. Scott, Inc.

Showers, Paul. Find Out By Touching.

Shapp, Martha and Chas. Let's Find Out About Our Senses. Franklin Watts, Inc., New York.

Steiner, Charlotte. My Bunny Feels Soft. A.A. Knopf, N.Y.

Films - Cold. (11 min.) (Gr. 1-6) Phoenix Dist. #1 Cat. FC0910.

6. Eyes

a. "With my eyes I can see."

b. Concepts: big and little, in and out, up and down, under and over, same and different, beginning and end, color recognition and name, shape recognition and name, to see how people feel, to learn to be observant of nature.

c. Activities

1) Collect big and little objects (boxes, balls, bowls, etc.) Have group sort and tell another group why they are sorted in this way. Draw little circles and big circles.

2) Packing Crates Game: Have children take turns following directions and the rest of the group telling what they did. "Pat went in." "Pat came out.", etc.

3) On the playground play in-out game with tunnel or circle of children with hands clasped.

4) With manipulative materials and a container, let one child give directions to another on putting in some article and taking out, etc.

5) Play "Simon Says", using directions such as: Stand up, sit down. Put your right hand up. Hold up your crayon, etc.

6) Using five classroom articles on table, let individuals follow directions, such as: "Put the paper under the pencil." Can be made more difficult by using three articles. (under, over, beside).

7) Jump rope game - Hop over the rope. Crawl under the rope, etc.

8) Have a group, or individual, sort plastic geometric shapes and tell how they did it. (Could be by color or shape, or both.)

9) Color Fish game - Each child takes a turn fishing a color out of a box and matching with the balloons on the bulletin board and naming the color. (Fish hook - magnet; put paper clip on each paper baloon in the box.)

10) Write words in large letters, or write children's names and ask where you started to write. Have children observe until they can tell you where you began. Then teach "This is the beginning." Have children practice showing and telling the beginning. (The end can be taught in the same way when beginning is mastered.)

11) Using grossly different and very large numerals, have children tell if two numbers are the same or different. Keep score by groups for a little zest if desired.

12) Have a "Red" day. Write with red crayon. Let children wearing red be the helpers that day. Sing a red song, Have children in one group make a book of red objects to show the rest of the class.

13) Make circles, squares, triangles in the air, from clay, from string. Using old lids, let children draw circle things: balloons, faces, flowers, clocks, etc.) Let another group use little square boxes of different sizes to make square objects.

14) Matching Emotions: Have children look into mirror and make a face. (happy, sad, funny, angry, etc.) Then make with yarn on a flannel board how your face looked and show to group.

15) Take a nature walk and look for everything: grasshoppers, flowers, grass, trees, rocks, etc. Then discuss what we saw and draw pictures for a bulletin board and/or write experience story as a group.

d. Media:

Books - Krauss, Ruth. The Big World & The Little House. Harper & Bros.

Berenstain, Stan & Jan. Outside, Upside Down. Random House.

Sharp. Charles. Let's Find Out What's Big & What's Small. Watts. Co.

Shapur, Frodum. Round and Round & Square. Abelard-Shuman.

The Sesame Street Book of Shapes. Lifetime Books. Little, Brown & Co.

Ungerer, Tomi. Snail, Where are You? Harper. 1962

Films - You & Your Eyes. Jiminy Cricket. Phoenix Dist. #1 FS 1744.

Your Eyes (Gr. 3-7) Phoenix Dist. #1 F-0120.

Learning With Your Eyes (11 min.) Dysart Dist. Cat. 453.

Our Wonderful Eyes & Their Care (11 min.) Dysart Dist. Cat. 83

Creating With Color (11 min.) Dysart Dist. Cat. 2000

How Little, How Big (10 min.) Dysart Dist. Cat. 309

7. General

a. Activities:

Hunt - (can be used for each sense individually or two or more together) Children go on a yard hunt to find two things that make noise (crinkled candy wrapper, etc.), two things that smell (leaf from citrus, orange peel, etc.), two things that feel rough or smooth, etc. Bring back class and make collage of items found using all the senses, or divide into separate senses and make several collages.

Make Popcorn - Have children feel popcorn before cooking, smell hear, taste, and see how different it looks after cooking. Committees can take care of cooking, serving, and cleaning up afterwards.

Pasting Activity - (can be done for different senses or all at one time). Look through magazines and cut out pictures of all kinds of eyes, noses, ears, mouths and hands. Paste a collage of eyes, of ears, of hands, of noses, and of mouths and then discuss how different or how alike they are. Also color, size, etc. can be brought into the discussion.

b. Media:

Books - Aliki. My Five Senses. Thomas Y. Crowell Co.

Films - Learning With Your Senses. (11 min.) Dysart Dist. Cat.454.

Walking Home From School. (11 min.) Dysart Dist. Cat. #8.

Pictures - Getting to Know Me. McGraw Hill. (large photographs with discussion suggestions on the back) WACOP Media Center, Glendale.

c. Evaluation:

Under each separate sense, there are many activities that would serve well as an evaluation if the teacher observed with note pad and pencil in hand and recorded individual progress with the concepts.

For the overall language and sense function concept the following types of statements might be asked of the individual children.

1) You come home from school and mama is baking a cake. Without seeing the cake, how do you know?

2) Juan has on a yellow shirt today. How do you know?

3) Children are playing outside our room at school. The door is shut and there are no windows on that side. How do you know?

4) How do you know a lemon is sour?

5) It is very hot outside. How do you know?

6) The iron is hot. How do you know?

# FUN WITH FAIRY TALES

A unit for kindergarten to second grade


| | |
|---|---|
| Stevens Burns | Coolidge |
| Doris Conrad | Coolidge |
| Kevin Hooton | Florence |
| Diana King | Avondale |
| Sheri Towner | Buckeye |



Fourth Annual Migrant Institute

Summer 1973

# FUN WITH FAIRY TALES

A unit for kindergarten to second grade

I. GOALS

A. To expose children to a variety of fairy tales.

B. To explain what a fairy tale is.

C. To show the difference between real life and fantasy.

D. To compare characters and themes in familiar fairy tales.

E. To understand that sequence is important in fairy tales.

II. Objectives

A. The child will be able to name five fairy tales.

B. The child will be able to retell in sequence a fairy tale of his choice in his own words.

C. The child will identify nine out of ten pictures as being real life or fairy tale.

D. After listening to a story, the child will be able to state whether the story is real life or fairy tale.

E. The child will be able to identify a theme in three different fairy tales.

III. Motivation

A. There will be a bulletin board depicting several fairy tale characters.

B. The teacher will come in dressed as a fairy tale character and then present the fairy tale story orally or in a filmstrip.

C. The teacher will present a fairy tale through puppets.

D. The teacher will present a filmstrip or illustrated fairy tale as an introduction.

IV. Possible Committees

A. Kindergarten

1. The Three Pigs
2. The Three Bears
3. The Billy Goats Gruff
4. Little Red Riding Hood

5. The Gingerbread Man
6. The Boy Who Cried Wolf
7. The Little Engine That Could
8. Chicken Little

B. First Grade

1. The Three Pigs
2. The Billy Goats Gruff
3. Jack and the Beanstalk
4. Hansel and Gretel
5. The Ant and the Grasshopper
6. The Ugly Duckling
7. The Gingerbread Man
8. The Little Red Hen
9. Chicken Little
10. The Boy Who Cried Wolf
11. The Little Engine That Could

C. Second Grade

1. Snow White and the Seven Dwarfs
2. Cinderella
3. Sleeping Beauty
4. Rapunzel
5. Rumpelstiltskin
6. Thumbelina
7. Puss 'n Boots
8. Lazy Jack
9. The Elves and the Shoemaker
10. The Frog Prince
11. Pinocchio

V. Activities in small groups

A. Draw or paint pictures.

B. Make murals.

C. Make paper bag or stick puppets to use in a puppet show.

D. Make clay models.

E. Cut and paste ditto pictures (from coloring books) to make the story.

F. Make paper mache characters or masks.

G. Make transparencies.

H. View films and filmstrips.

I. Look and read, when possible, illustrated fairy tale books.

J. Make bulletin boards.

K. Listen to records and cassettes (some with filmstrips or books).

L. Record the children telling the fairy tales in their own words.

M. Use pictures and stories to discuss the difference between real life and fantasy.

N. The child will dictate his story of the picture he has made to the teacher and the teacher will write it for him.

O. Use the flannelgraph to tell the story with characters that the children have made - or the children can tell the story.

P. Dramatize fairy tales.

Q. Take a field trip to the Wax Museum to see the fairy tale exhibit. (3555 West Van Buren, Phoenix 273-1368)

R. Make your own dramatized film.

S. Listen to fairy tales.

T. The children will make their own books of fairy tales to take home.

U. There will be a large book of illustrations and stories made by the children to keep in the room.

VI. Evaluation (pre and post)

A. The child will pick out the pictures of fairy tales when shown ten pictures, some of which are fairy tales and the others real life.

B. Read a real life story and a fairy tale (one that they are not familiar with) and let the child pick out the fairy tale and give reasons that it is a fairy tale.

C. The children will fulfill the behavioral objectives pertaining to their grade level as stated in section II.

VII. Suggested Procedures

A. Introduce the children to the fairy tales for their level in an overview manner.

B. List the fairy tales on the board and let the children sign up to find out more about the fairy tale of their choice.

C. Briefly acquaint the children with the set of suggested activities that they can choose from to work in their groups.

D. Let the children work in their centers with the teacher circulating to help or working with individual children.

E. Check every two or three days and fill in a report on what the groups are doing.

F. As a culminating activity have the groups each make a presentation to the rest of the class about their fairy tale.

## RESOURCES

Flo = Florence Library

Wes = Westinghouse Learning Directory (ASU IRL Lab)

Avon = Avondale

### I. Records

| | | | |
|---|---|---|---|
| A. | Fairy Tale Favorites Vol. 1,2 | CMS | Wes |
| B. | Fairy Tales in Music Vol 3 | DEMCO | Wes |
| C. | Fairy Tales in Music | Bowmar | Wes |
| D. | Fairy Tales - a series | EDRECS | Wes |
| E. | Fairy Tales - a series | LEART | Wes |

### II. Cassettes

| | | |
|---|---|---|
| A. | The Boy Who Cried Wolf | Wes |
| B. | Cinderella | Flo, Avon, Wes |
| C. | Lazy Jack | Wes |
| D. | Little Red Riding Hood | Flo, Wes |
| E. | Mr. Vinegar | Wes |
| F. | The Three Little Pigs | Avon, Wes |
| G. | Thumbelina | Flo, Avon, Wes |
| H. | The Ugly Duckling | Flo, Wes |

### III. Flannelgraph

| | | |
|---|---|---|
| A. | The Three Little Pigs | Avon |
| B. | The Three Bears | Avon |
| C. | Little Red Riding Hood | Avon |
| D. | Jack and the Beanstalk | Avon |
| E. | The Billy Goats Gruff | Avon |
| F. | The Gingerbread Man | Avon |

### IV. Films

| | | |
|---|---|---|
| A. | The Three Little Pigs | Flo |
| B. | The Little Red Hen | Flo |
| C. | El Patito Feo (The Ugly Duckling) | Flo |
| D. | Rumpelstiltskin | Wes |
| E. | Sleeping Beauty | Wes |
| F. | Goldilocks and the Three Bears | Wes |
| G. | Puss 'n Boots | Wes |
| H. | The Elves and the Showmaker | Wes |
| I. | Cinderella | Wes |
| J. | The Frog Prince | Wes |
| K. | The Grasshopper and the Ant | Wes |
| L. | Hansel and Gretel | Wes |
| M. | Jack and the Beanstalk | Wes |
| N. | Thumbelina | Wes |

V. Filmstrips

| | | |
|---|---|---|
| A. | Chicken Little | Wes |
| B. | Cinderella | Flo, Wes |
| C. | Hansel and Gretel | Wes, Avon |
| D. | Little Red Riding Hood | Flo, Avon, Wes |
| E. | Jack and the Beanstalk | Wes |
| F. | Pinocchio | Flo, Wes |
| G. | Puss 'n Boots | Wes |
| H. | Rapunzel | Flo, Avon, Wes |
| I. | Rumpelstiltskin | Flo, Avon, Wes |
| J. | Sleeping Beauty | Flo, Avon, Wes |
| K. | Snow White and the Seven Dwarfs | Flo, Wes |
| L. | The Billy Goats Gruff | Flo, Avon, Wes |
| M. | The Elves and the Shoemaker | Flo, Wes |
| N. | The Frog Prince | Flo, Wes |
| O. | The Gingerbread Man | Flo, Avon, Wes |
| P. | The Little Engine that Could | Flo, Wes |
| Q. | The Three Bears | Flo, Wes |
| R. | The Three Little Pigs | Wes |
| S. | The Ugly Duckling | Flo, Wes |
| T. | Thumbelina | Flo, Wes |

Collections of filmstrips

| | | |
|---|---|---|
| aa. | Folk Tales and Fairy Tales | Flo |
| bb. | Folk Tales and Fairy Tales from Many Lands | Flo |
| cc. | Children's Fairy Tales Series 6 | Wes |
| dd. | Our Children's Heritage Series A, B, D, E, F | Wes |
| ee. | Spoken Arts Treasury of Fairy Tales | Wes |
| ff. | Fairy Tale Classics Set 1, 2 | Wes |
| gg. | Han Christian Anderson Fairy Tales | Wes |
| hh. | Tales from Grimm and Anderson | Wes |
| ii. | Anderson's Fairy Tales | Wes |

VI. Books - Teacher

| | | |
|---|---|---|
| A. | Anderson's Fairy Tales | |
| B. | Grimm Fairy Tales | |
| C. | Story and Verse for Children | Miriam Blanton Huber |
| D. | American Folk and Fairy Tales | Rachel Field |
| E. | The Blue Fairy Book | Andrew Lang |
| F. | The Red Fairy Book | Andrew Lang |
| G. | Better Homes and Gardens Storybook | O'Connor |
| H. | Easy Puppets | Gertrude Pels |
| I. | More Paper Bag Puppets (ASU Bookstore $1.75) | DeAtna M. Williams |

| | | |
|---|---|---|
| J. | Westinghouse Learning Directory | IRL Lab at ASU |
| K. | Fairy Tale Coloring Books | Fed-Mart, Grants, K-Mart |

VII. Books - Children

| | | |
|---|---|---|
| A. | Brownies Hush | Adshead, Gladys |
| B. | Harold's Fairy Tale | Johnson, Crockett |
| C. | Sven's Bridge | Lobel, Anita |
| D. | The Little Giant Girl and the Elf Boy | Mirrarch, Elsa |
| E. | The Big Green Book | Graves, Robert |
| F. | Cinderella at the Ball | Hillert |
| G. | The Magic Beans | Hillert |
| H. | The Three Bears | Hillert |
| I. | The Three Goats | Hillert |
| J. | The Three Little Pigs | Hillert |

VIII. Songs for Singing or Listening from the ROCK KIT

| | | |
|---|---|---|
| A. | Little Red Hen | Orange Label Record S23 |
| B. | Jack and the Beanstalk | Purple Label Record S37 |
| C. | Three Little Pigs | Blue Label Record S45 |
| D. | Gingerbread Man | Green Label Record S47 |
| E. | Three Billy Goats Gruff | Green Label Record S50 |
| F. | Goldilocks | Purple Label Record S52 |
| G. | Red Riding Hood | Purple Label Record S58 |
| H. | Big Bad Wolf | Purple Label Record S59 |
| I. | Peter Rabbit | Green Label Record S61 |
| J. | Hansel and Gretel | Purple Label Record S67 |
| K. | The Boy and His Goats | Purple Label Record S71 |

# A R I Z O N A  D E S E R T  L I F E

Genny Lambe - Dateland Elementary School
Jennie Permar - Wellton Elementary School
Dena Martin - Florence Elementary School
Velma Walker - Stanfield Elementary School

Unit Grade Level
Second - Fourth

FOURTH ANNUAL MIGRANT INSTITUTE 1973

# ARIZONA DESERT LIFE

(Suggested Grades 2-4)

I. Goals

A. To give the student a deeper knowledge and appreciation of Arizona Desert Plants and Animals.

B. To build a workable relationship between the student and his environment.

C. To provide learning situations so that students can develop skills for finding reference materials.

II. Objectives

A. The student will be able to identify a minimum of five plants and animals that live on the desert.

B. The student will be able to work on a project in small groups.

C. The student shall be able to use reference skills in locating specific materials.

III. Suggested Motivation

A. Bring a prickly pear and/or miniature barrel cactus (break off flat stem) to school and plant it.

B. Purchase some prickly pear jelly and/or cactus candy for the children to taste.

C. Have students bring desert plants to plant.

D. Sculpture animals from clay.

IV. Suggested Groups or Committees

A. Plants or Trees

1. Trees

a. Cedar
b. Mesquite
c. Ironwood
d. Greasewood
e. Palo Verde

2. Cacti

a. Prickly Pear
b. Sahuaro
c. Cholla
d. Barrel
e. Organ Pipe
f. Ocotillo

B. Animals

1. Mammals

a. Havalina
b. Coyote
c. Kangaroo Rat
d. Praire Dog

2. Reptiles

a. Gila Monster
b. Snakes

3. Birds

a. Roadrunner
b. Cactus Wren
c. Owl
d. Hawk

V. Suggested Activities

A. Make a mural, using most any medium, showing the desert life.

B. Encourage children to write their own original stories about desert plants.

C. Duplicate pictures of plants to color, then make booklets with their stories and pictures in them.

D. Let children make a bulletin board with thier illustrations and stories of the desert.

E. Bring in some beans and blossoms from mesquire trees. Let the children find out why cattle and bees like the mesquite tree.

F. Have children tell what the word "century" means. Then let them find out why the century plant dies when the blossoms appear.

G. Bring in small piece of ironwood and let the children examine it. Bring in small piece of creasote bush to be examined. Discuss diferences between a bush and a tree.

H. Encourage children to paint or draw pictures about the desert.

J. Let children collect pictures of the desert relating to their unit.

K. Compare one kind of animal or plant with another for differences and likeness.

L. Help children create a poem about a particular animal or plant.

M. Have children draw their favorite plant or animal of the desert and name its various parts.

N. Read stories and books about desert life and make written or oral reports.

O. Make charts and graphs showing interesting things about various desert life.

P. Model the desert creatures with clay, plaster of paris or other modeling mixture.

Q. Plan field trip. Take plaster of paris along and mix on the spot. Pour into molds. When the clay is ready display it around the room.

R. Make bird houses from milk cartons or plastic bottles.

S. Make animal puppets from paper sacks, sox, or construction paper.

T. Make animal using potatoes, pipe cleaners, tooth picks, colored paper, buttons, etc.

U. Make wire-sculptured animals from soft wire that is easily bent.

V. Use colored chalk to make pictures of the colorful desert sunset with cactus and trees silhouetted.

W. Make individual planters from milk cartons for planting small cacti.

X. Collect leaves and make booklets or use to rub over with crayon for designs.

Y. Collect seeds of desert plants and make picture collages or mosaic designs.

VI Suggested Evaluative Questions

A. How do plants save water?

B. Name five or more plants that live only on the desert.

C. Describe how a cactus feels.

D. List any cacti that may be useful to man.

E. How do the plants get their water?

F. Where do animals live?

G. What do animals eat?

H. Name five animals that live on the desert.

I. Which animals live underground?

J. Where do the animals get water?

## VII. Suggested Field Trips

| | PHONE |
|---|---|
| A. Desert Botanical Garden, Papago Park, Phoenix | 947-2800 |
| B. Desert Biology Station, U of A, Tucson | 884-2132 |
| C. Arizona Sonora Desert Museum, Tucson | 792-1530 |
| D. Yuma Botanical Garden, Fairgrounds On Hwy. 80, Yuma | None |
| E. Phoenix Zoo, 5810 East Van Buren, Phoenix | 273-7771 |
| F. State Game & Fish Dept., 3005 S. Pacific Avenue, Yuma | 782-1826 |
| G. State Game & Fish Dept., 415 West Congress, Tucson | 882-5376 |

## VIII. Reference Materials

A. Books for Young Readers

1. Arizona, by Betty Baker, Coward-McCann, 1969.

2. Arizona, by Allan Carpenter, Children's Press, 1966.

3. Arizona for Young People, by Ann Clark and Glenna Crow, University Pub. Co., 1968.

4. Arizona Adventure: A History for Boys and Girls, Madeline Pare, Arizona History Foundation, 1967.

5. Childcraft Annual for 1971, About Animals, Field Enterprises Education Corp.

6. The 1972 Childcraft Annual, The Green Kingdom, Field Enterprises Education Corp.

7. Arizona for Boys and Girls, by Dorothy Robinson.

8. Arizona for Young People, by Ann Clark.

9. Arizona Sheep Dog, by Walt Disney.

10. Arizona the Beautiful, by Dorothy Robinson.

B. Teacher Reference Books

1. What Kinda Cactus Iz Zat, by Reg Manning, J. J. Augustin, New York Pub.

2. The Cacti of Arizona, by Lyman Benson, University of Arizona Press, Tucson, Arizona.

3. Arizona Guide for Elementary Schools, by W. P. Shofstall, Superintendent, State Department of Public Instruction (Free copy available - write State Department).

C. Teacher Reference Magazines

1. Desert Magazine, Desert Press, Inc., Palm Desert, California.

2. Arizona Highways, 2039 West Lewis Avenue, Phoenix, Arizona.

3. Arizona, by Robert DeRoss, National Geographic Mag. Vol. 123, Pgs. 299-342, March, 19

D. Music

1. Arizona, state song by Margaret Rowe Elifford and music by Maurice Blumental.

2. Grand Canyon Suite, The Hollywood Bowl Symphony Orchestra by Felix Slatkin.

E. Film Strip and Cassette

1. Why the Rattlesnake Sheds Its Skin, Vol. I, Miller-Brady Productions Inc. 342 Madison Avenue, New York, New York, 10017. Price: records - $11.90 cassettes- $15.90

2. Coyote's Ride on a Star, Vol. 2, Miller Brady Productions, Inc., 342 Madison Avenue, New York, New York 10017. Price: records - $11.90 cassettes - $15.90.

3. The Desert, Hester Assoc., 11422 Harry Hines Blvd., Dallas, Texas 75229. Price: $20.00

F. Arizona Films to be Ordered from Your Title I Migrant Film Center

1. The Flowering Desert, 13 min., 1968, suitable for intermediate through junior high.

2. Voice of the Desert, 22 min., 1969, suitable for primary through junior high.

3. We Explore the Desert, 11 min., 1967, suitable for primary.

4. Shaggy the Coyote, 11 min, 1969, suitable for primary.

5. Grand Canyon, 26 min., 1966, suitable for primary through intermediate.

# HERITAGE: AN AWARENESS OF PEOPLES

## BLACK:AFRICA - MEXICAN - INDIAN - ANGLO

Unit For Primary Grades

Arizona's Fourth Annual Migrant Child Institute

Summer 1973

Ellen Woods - Avondale

Betty Jean Easley - Glendale

Alice Wells - Coolidge

Ann Duffy - Eloy

Heritage: An Awareness of Peoples

Black:Africa - Mexican - Indian - Anglo

I. Goals:

People are more alike than different. Today we associate culture groups as they were rather than how they are. We differ only in our individuality. We must be very proud of our heritage yet respectful and appreciative of others.

II. Objectives:

A. The child will be able to discuss one famous person from each culture group.

B. Given each culture group the child will be able to name at least one food from each culture group.

C. The child will be able to identify the music with each culture group.

D. The child will be able to recognize costumes, holiday traditions, home environment, of each culture group.

E. The child will be able to recognize the similarities of all groups today in dress, customs and foods.

III. Motivation:

A. Song - "What Color Is God's Skin?" by Up With People. (Above record found in local stores) Discuss song and display study prints of the four cultural groups. Encourage children to bring objects which typify these cultural areas.

B. Examples of objects which could be included:

1. Indian: Indian jewelry - pottery - basket - metate - squaw dresses - rugs - Kachina dolls - mocassins.

2. Mexican: serape - maracas - mantilla - shawl - sandals - sombrero - embroidered blouses - pinata - guitar.

3. Black: dashiki - drums - masks - barter beads - jewelry - spears.

4. Anglo: pioneer dress - sun bonnets - covered wagon - banjo - buckskin - saddle - spurs - powder horn - butter churn - spinning wheel.

IV. Music

A. Procedure - Explain that all cultures have string wind and percussion instruments, but they take on different forms. Music serves such functions as entertainment, worship, to tell a story, and provide a rhythm for working.

B. Musical instruments of the culture groups:

1. Black - a. harp - made of wood with a hide covering and strings of vines.

b. flute - made of bamboo

c. drum

2. Mexican - a. guitar

b. marimba

c. castanets

d. guido (Scraper)

e. maracas

3. Indian - a. drum

b. guitar

4. Anglo - a. fiddle

b. banjo

c. tambourine

d. harmonica

C. Introduce music of each culture group:

1. Black - In some areas of Africa, a very impportant purpose of music is praying. Through music the people may pray for rain, good health, or a good crop. Another use of music in Africa is to provide a rhythm for working. This helps to make the work easier and go faster.

a. Kye Kye Kole - a rhythmic singing game (See attached sheet)

b. Everybody Loves Saturday Night - a popular folk song which originated in West Africa.

c. Jungle Rhythms - "Afro-American Drums: a record by Folkways Records and Services Corp.

d. "Royal Drums of the Tutsi of Rwanda" - a distinguished drum choir. Encourage children to loosen up and use thier imagination to the various rhythms. (This record can be purchased at any large record store)

2. Mexican - A popular type of folk music in Mexico is the "corrido" or ballad. These songs tell of the adventures of heroes and bandits, of revolution, and of love tragedies.

a. "La Raspa - folk dance

b. "Como se Llama?" - Song found in Ginn - Second Grade Music Book.

c. "La Cucaracha" - (See attached page)

d. "De Colores" (See attached page)

3. Anglo - For the pioneers folk music was enjoyed to bring families and neighbors together to dance and have fun. The music is sometimes called hoedown, square or barn dancing music.

a. "Virginia Reel" - folk dance

b. "Oh Susannah" - song

c. "The Spoken Arts Treasury of American Ballads and Folk Songs: Burl Ives" - Spoken Arts Record found in the library.

4. Indian

a. "Indian Music" by Troll Associates - Casette found in the library.

b. "Singing Wire: The American Indian Music Today" Audio Tape Reel by Pacifica Tape.

c. Rhythm activities to the above music.

D. Suggestions for making musical instruments:

1. Kazoo - Use cardboard tubes from wrapping paper, etc. Place a piece of wax paper over the end of the tube and put a rubber band around it to hold the paper tightly. Glue aluminum foil to the cardboard to make

it look like a flute. Beginning two inches from the other end of the tube, punch eight small holes about one inch apart in a straight line. Play the Kazoo by placing your lips on the open end and hum.

2. Castanets - To make each castanet use two walnut halves, or two sea shells of the same size. Drill a small hole about one-half inch from the edge of the walnut half or sea shell. Tie the two halves together with string loose enough so the player can use the string to hold the castanets to his fingers.

3. Guido or Scraper - This Mexican percussion instrument is made by filing notches across a twelve inch length of bamboo or a broomstick. Scrape across the notches with a stick.

4. Tambourine - Punch about eight holes in the rim of a tin pie pan and cut eight three inch pieces of thin wire. After removing cork from sixteen bottle caps, punch a hole through each and thread two caps on each wire. Attach the pairs of caps through the holes in the pan and knot the wires on each end. Paint.

5. Cigar Box Strummer - Remove the cover from a cigar box. Cut small notches about one-half inch from both edges of the narrow sides. Next cut two more pairs of notches each an equal distance between the two end notches. String on four rubber bands of different sizes arranging them from the thinnest, shortest band to the widest, longest band. To play, pluck with fingers or the quill of a feather.

V. Famous People:

A. Procedure - Explain that famous people are those who are well-known and admired for their talent and accomplishments. Point out that famous Americans are of many different ethnic backgrounds: Black - Mexican - Indian - Anglo. Have the children look for pictures of famous people in magazines and newspapers. Discuss their accomplishments and display their pictures with short captions. When selecting famous people be sure to include representatives from each culture group.

B. Examples:

1. Indian

a. Cher Bono

b. Peter McDonald

c. Jim Thorpe

2. Black

a. Bill Cosby

b. Thomas Bradley - Mayor of Los Angeles

c. Jackson Five

d. Willie Mays

3. Mexican

a. Caesar Chavez

b. Vickie Carr

c. Cantinflas

4. Anglo

a. Joe Namath

b. David Cassidy

c. John F. Kennedy

C. Activities

1. List names the children give on a chart.

2. Make scrapbooks.

3. Match pictures with names according to the culture group.

VI. Foods

A. Procedure - Briefly discuss why man needs food and how he gets his food. Make a list of these foods typical to each culture group.

1. Indian

a. Meat - buffalo, venison

b. Vegetables - corn, beans

c. Roots

d. Leaves and Stalks

e. Berries and Fruits

f. Nuts

g. Chewing gum made from rubber plants.

h. Fish

i. Fry bread

2. Black

a. Cassava - fruit

b. Fresh root crops - yams, sweet potatoes

c. Banna Porridge - Matoki

d. Meat - goat, sheep

e. Maize and Millet

f. Peanuts

g. Corn meal mush

3. Mexican

a. Tortillas

b. Beans

c. Rice

d. Goat

e. Tamales

f. Avocado

4. Anglo

a. Wild Game - buffalo, venison, turkey, wild boar

b. Soups and Stews

c. Churned Butter

d. Breads - Biscuits, cornbread, sourdough bread

B. Cooking activities for the classroom. Plan an international meal with table decorations. Choose one food from each group to prepare for a culminating activity. The children could dress in native costumes which they have made.

1. Indian - Fry bread

2. Black - Fresh fruit or make Matoki, steamed bananas

3. Mexican - Flour tortillas, Cheese crisps

4. Anglo - Pioneer stew, make butter, applesauce

VII. Art Activities:

A. To enable the children to identify art forms or designs associated with the four culture groups.

1. Indian

a. Make totem poles from empty thread spools and tempera paint.

b. Clay pinch pots from red clay.

2. Black

a. Make barter beads by stringing colored corn kernels and colored macaroni with thread.

b. Make masks from large grocery bags, tempera paint and yarn.

3. Mexican

a. Make a pinata by covering a large balloon with paper mache strips (mixture of wheat paste and water).

b. Decorate dried gourds with tempera paint to make maracas.

4. Anglo

a. Make covered wagons out of oatmeal boxes, cardboard, brads and towels.

b. Construct a fort from Lincoln Logs.

B. Miscellaneous Projects;

1. Make murals

2. Scrapbooks

3. Weave placemats

4. Tie Dye - Shirts, wall hangings, scarves.

5. Sanding Painting - Draw a picture - cover with glue and sprinkle with colored sand.

6. Mexican flowers out of tissue paper.

7. Field Trips:

   a. Pioneer City, Arizona - Black Canyon Freeway

   b. Pueblo Grande - East Van Buren

   c. Casa Grande Ruins - Coolidge

   d. Rawhide, Arizona - North Scottsdale Road

References: Books

Black

Africa, Helen R. Sattley

African Sculpture, Ladislas Segy

Afro-American History, Meyer Weinberg

Black Americans, Mortimer J. Alder

Black Child, White Child, Judith D. Porter

Black Like Me, John H. Griffen

Black On Black, Arnold Adoff

Family Negro Entertainers, Charles M. Rollins

Negroes, Benjamin A. Botkin

Negroes, Robert Cales

Safari Series, Gladys Sims Stump

Sam, Ann Herbert Scott

Unsung Black Americans, Edith Still

Mexican

American Me, Beatrice W. Griffith

A Mexican American Source Book, Feliciano Rivera

Cat In The Hat, The Beginner Book Dictionary, Dr. Seuss

Mexican Americans, Past, Present and Future, Julian Nava

Mexican American People, Leo Grebler

Mexico, Ernest Henry Gruening

Papacito And His Family, Betsy Warren

Santiago, Pura Belpre

South By Southwest, John Tebbel

Twenty Centuries of Mexican Art, New Your Museum of Modern Art

Viva Mexico! Charles Macomb Flandraw

References: Books (continued)

Indians

Indian Crafts, Clara Lee Tanner

Indians Of North America, Bakti, Benedict, Etting, Gorham, La Farge, McNeer, Solomon

Kiva-Na The Eagle and Other Indian Tales

Anglo

Cowboy On The Mountain, Mary Jane Simonson

Heroes In Fact and Fable, Ginn and Company

American Heritage, American Heritage Pub. Co.

The Cowboy Encyclopedia, Bruce Grant

Cowboys and Indians, Kathryn Jackson

Pioneer Pilgrim, Irene Estep

Pioneer Spirit, American Heritage Pub. Co.

Pioneer Twins, Lucy Fitch

Filmstrips - Records - Cassettes

Black

Africa, Land of Legend - Film

African Rhythms - Film

Black America - African Heritage - Record

Black and White Cultural Awareness - Record

Discover The Music of Africa - Record

Family of the City: Adventures in Nairobi - Filmstrip

Great Negro Americans - Record

Pearl Primus Africa - Record

Story of the Negro American - Cassette

Filmstrips - Records - Cassettes (continued)

Mexican

Boy Who Could Do Anything - Filmstrip

Children's Songs of Mexico - Record

Discovering The Music of Latin America - Filmstrip

Mexican American Culture, Its Heritage - Fiilmstrip

Mexican Ceramics - Filmstrip

Making a Pinata - Filmstrip

Maria of the Pueblos - Filmstrip

Mexico, Giant of Latin America - Filmstrip

The People of Mexico - Cassette

Spanish Influence In The U. S. - Filmstrip

Story of Spanish Americans - Cassette

Indian

American Indian - Dr. Ethel Alpenfels - Record

Fisher Who Let Out Summer - Filmstrip

Hands Of Maria - Filmstrip

Indian Life - Filmstrip

Indian Artist of the Southwest - Filmstrip

Music of American Indians - Record

Navajos, Children of the Gods - Filmstrip

Anglo

Culture: U. S. A. - Transparency

Discover American Folk Music - Filmstrip

World of Folk Dances (America) - Record

Contributions of Many Ethnic Groups to Our Culture - Transparency

Folk Song of The U.S.A. - Filmstrip

Who Are The People of America? - Filmstrip

Filmstrip - Records - Cassettes (continued)

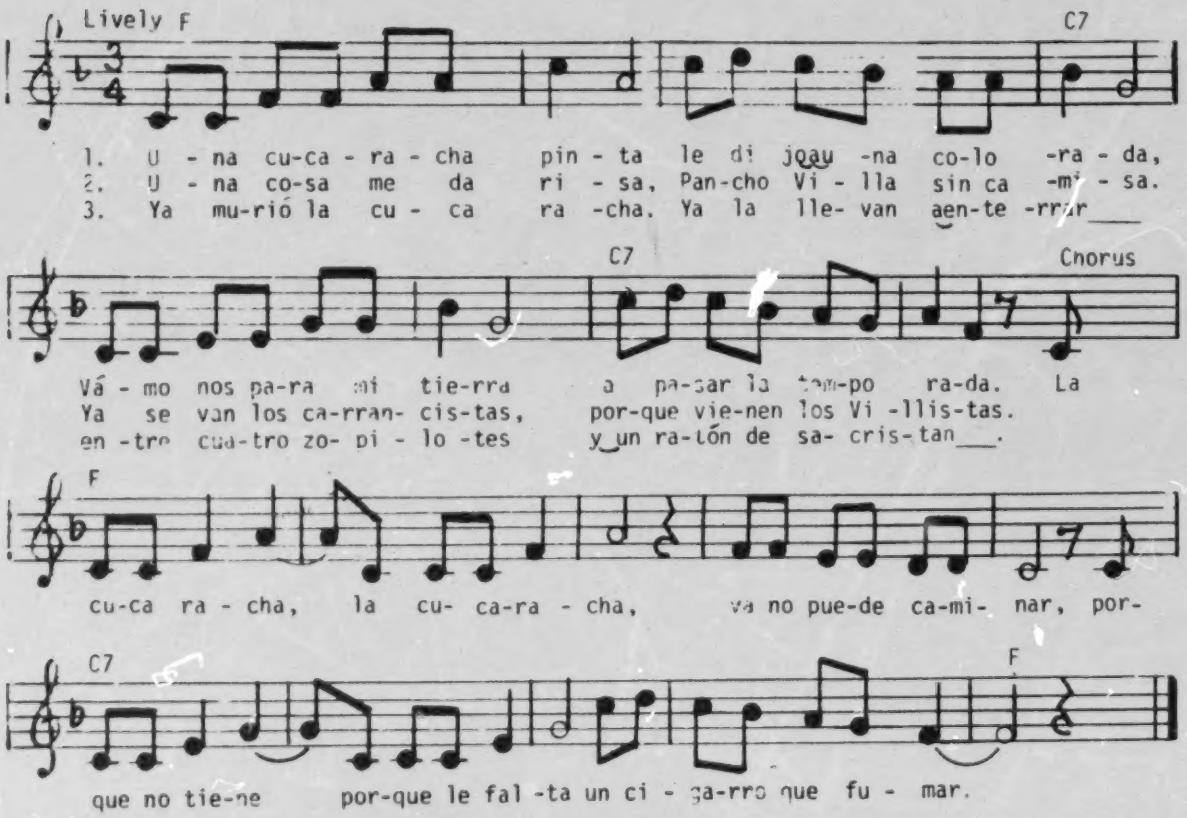
Anglo

American Heritage and You - Filmstrip

Roots of the American - Westward to the Mississippi - Transparency

Vista Kit - Black, Mexican, Indian Anglo, by Joseph Speilberg, Barbara Kirk, Rodolpho Garcia- Michigan Migrant Program

## La Cucaracha

La Cucaracha (the cockroach) is a folk song from the Mexican Revolution. This was sung by the soldiers while marching and at night around the campfires. The number of verses is endless as each singer makes up new ones.

Lively F
C7
1. U - na cu-ca - ra - cha pin - ta le di joau -na co-lo -ra - da,
2. U - na co-sa me da ri - sa, Pan-cho Vi - lla sin ca -mi - sa.
3. Ya mu-rió la cu - ca ra -cha. Ya la lle- van aen-te -rrar___
C7
Chorus
Vá - mo nos pa-ra mi tie-rra a pa-sar la tem-po ra-da. La
Ya se van los ca-rran- cis-tas, por-que vie-nen los Vi -llis-tas.
en -tre cua-tro zo- pi - lo -tes y un ra-tón de sa- cris-tan___.
F
cu-ca ra - cha, la cu- ca-ra - cha, ya no pue-de ca-mi- nar, por-
C7
F
que no tie-ne por-que le fal -ta un ci - ga-rro que fu - mar.

## De Colores

De colores, de colores se visten
(deh koh-loh-rehs, deh koh-loh-rehs seh vees-tehn)
los campos de la primavera.
(lohs kahm-pohs deh lah pree-mah-veh-rah)

De colores, de colores son los
(deh koh-loh-rehs, deh koh-loh-rehs sohn lohs)
pajaritos que vienen de afuera.
(pah-hah-ree-tohs keh veeyeh-nehn dehah-fweh-rah)

De colores, de colores es el
(deh koh-loh-rehs, deh koh-loh-rehs ehs ehl)
arco iris que vemos lucir.
(ahr-koh ee-rees keh veh-mohs loo-seer)

Y por eso los grandes amores
(ee poh-reh-soh lohs grahn-deh-sah-moh-rehs)
de muchos colores me gustan a mí.
(deh moo-chohs koh-loh-rehs meh goos-tah-nah mee)

Canta el gallo, canta el gallo con
(kahn-tahehl gah-yoh, kahn-tahehl gah-yoh kohn)
su quiri quiri quiri quiri quiri.
(soo kee-ree kee-ree kee-ree kee-ree kee-ree)

La gallina, la gallina con su
(lah gah-yee-nah, lah gah-yee-nah kohn soo)
cara cara cara cara cara.
(kah-rah kah-rah kah-rah kah-rah kah-rah)

Los polluelos, los polluelos con
(lohs poh-yooeh-lohs, lohs poh-yooeh-lohs kohn)
su pío pío pío pío pi.
(soo pee-oh pee-oh pee-oh pee-oh pee)

Y por eso los grandes amores
(ee poh-reh-soh lohs grahn-deh-sah-moh-rehs)
de muchos colores me
(deh moo-chohs koh-loh-rehs meh)
gustan a mí.
(goos-tah-nah-mee)

## Many Colors

In many hues, in many hues the fields of Spring are brightly dressed.

Of many hues, of many hues are the birds that come from afar.

Many hues, many hues the rainbow so proudly displays.

And that is why the wondrous harmony of many colors to me is so dear.

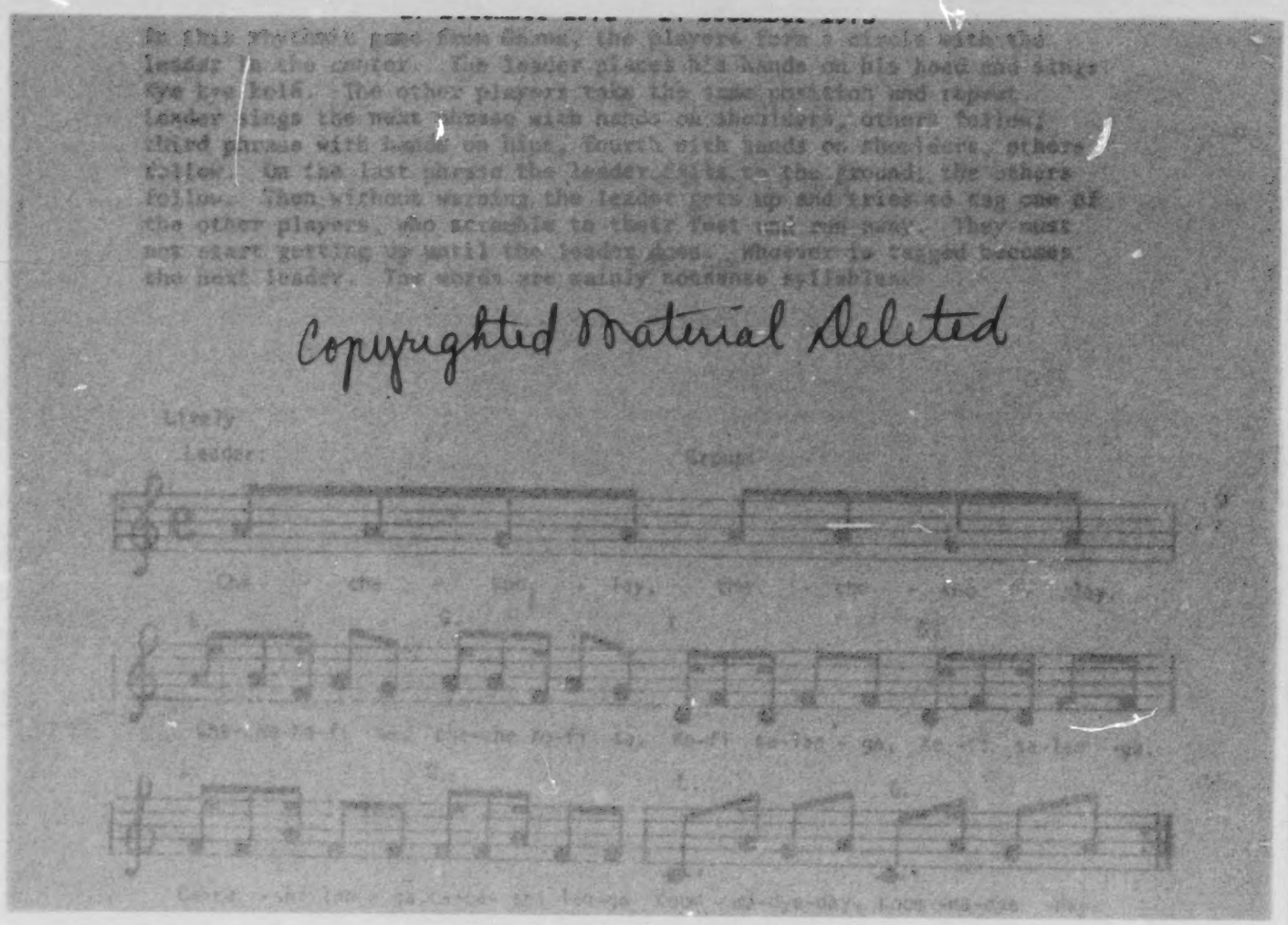
The rooster crows, the rooster crows, cock-a-doodle-do, cock-a-doodle-do.

The hen, the hen goes cluck, cluck, cluck.

The little chicks, the little chicks go peep, peep, peep.

And that is why the wondrous harmony of many colors to me is so dear.

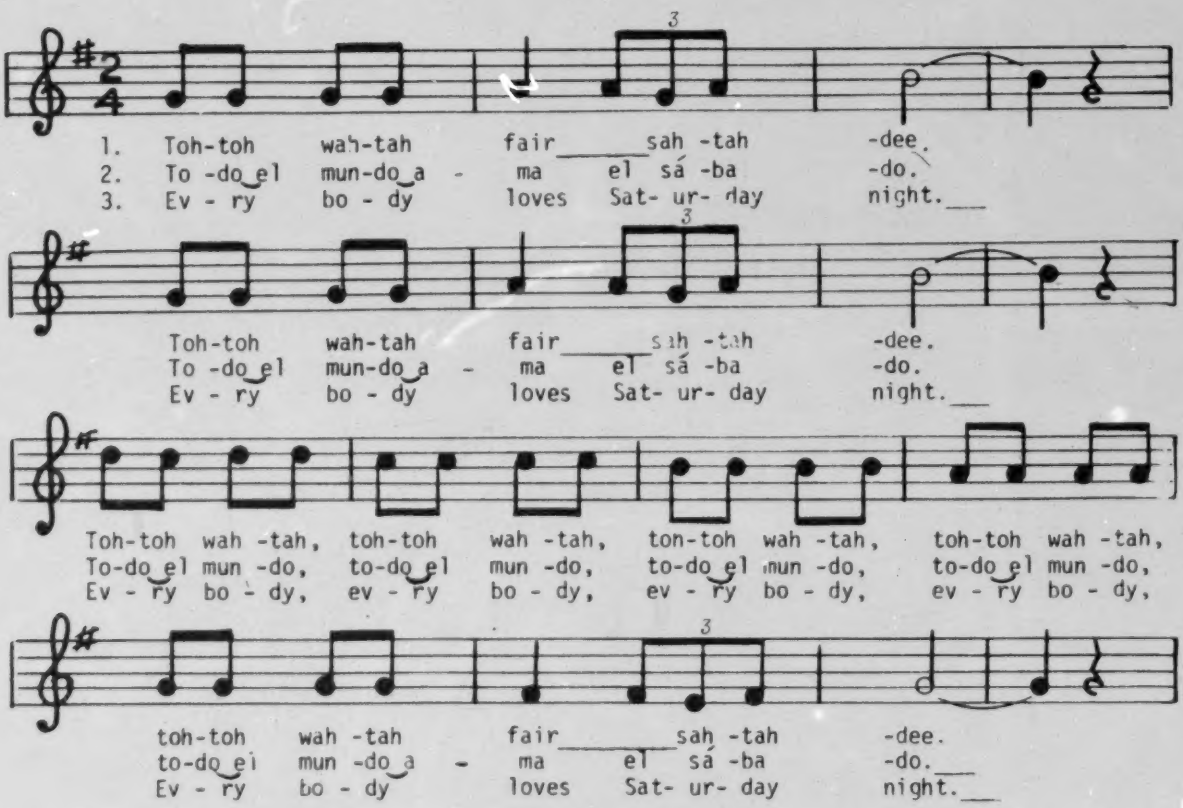
## Kye Kye Kolé*



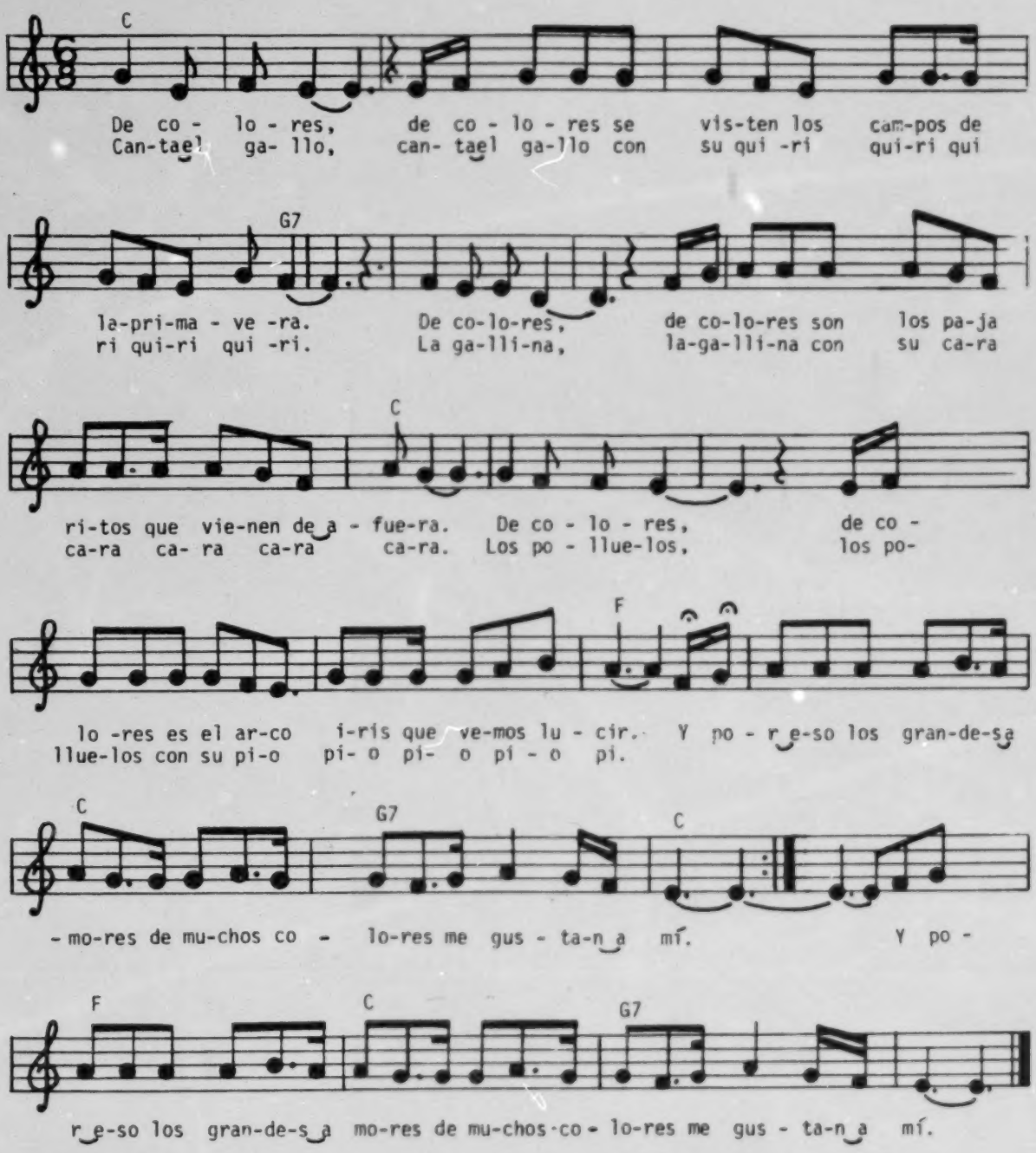

*Directions and music from Sing, Children, Sing by Carl S. Miller. Chappel and Co., Inc., New York, 1972. Used by permission of the United States Committee for UNICEF.

## Everybody Loves Saturday Night

This popular folk song originated in Western Africa. Today, it is sung all over the world in many different languages.

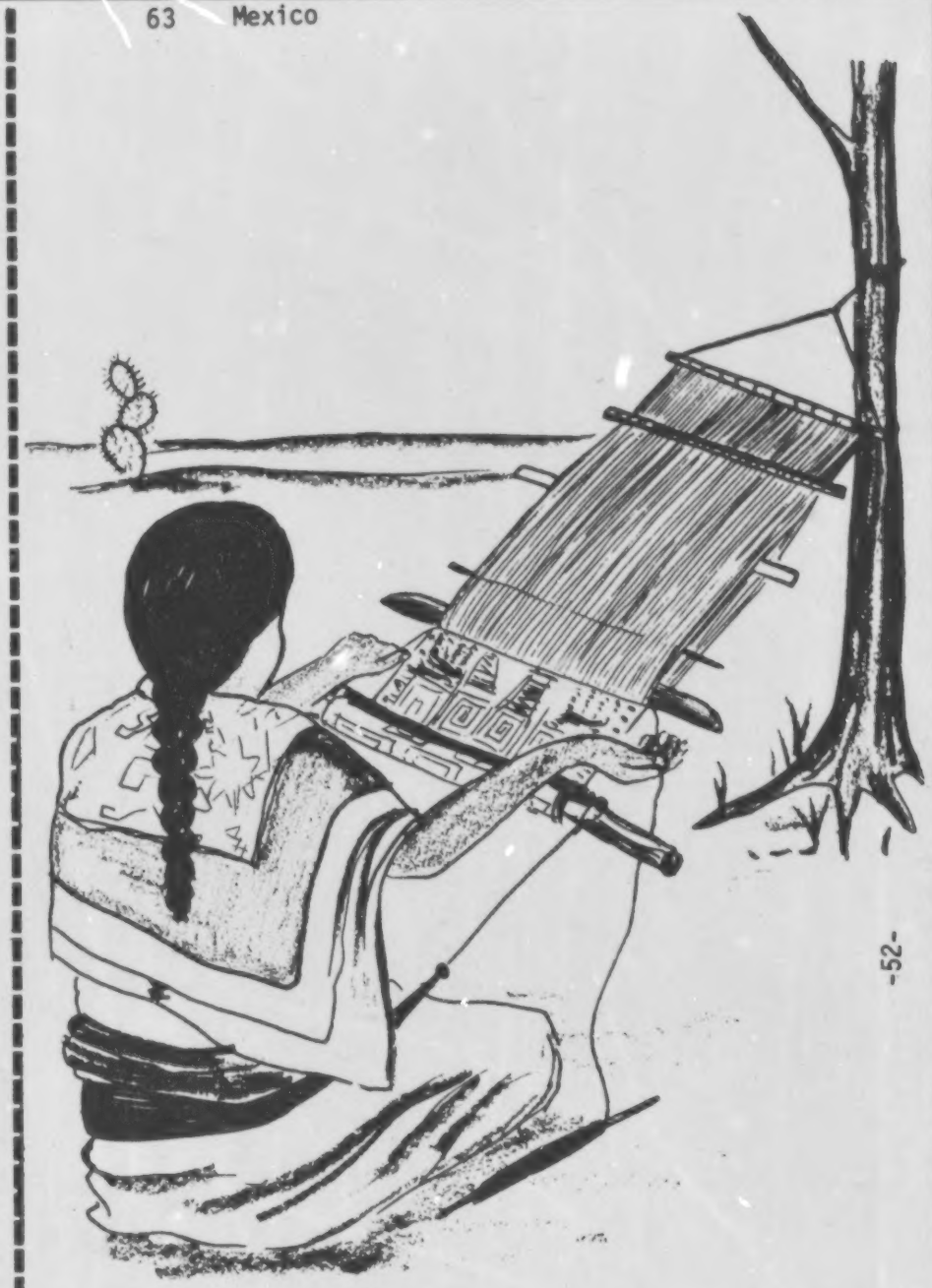
The first verse is in Bantu, the second is in Spanish, and the third in English. After the children learn the words, sing the song as a four-part round.

1. Toh-toh wah-tah fair sah -tah -dee.
2. To -do el mun-do a - ma el sá -ba -do.
3. Ev - ry bo - dy loves Sat- ur- day night.
Toh-toh wah-tah fair sah -tah -dee.
To -do el mun-do a - ma el sá -ba -do.
Ev - ry bo - dy loves Sat- ur- day night.
Toh-toh wah -tah, toh-toh wah -tah, ton-toh wah -tah, toh-toh wah -tah,
To-do el mun -do, to-do el mun -do, to-do el mun -do, to-do el mun -do,
Ev - ry bo - dy, ev - ry bo - dy, ev - ry bo - dy, ev - ry bo - dy,
toh-toh wah -tah fair sah -tah -dee.
to-do el mun -do a - ma el sá -ba -do.
Ev - ry bo - dy loves Sat- ur- day night.

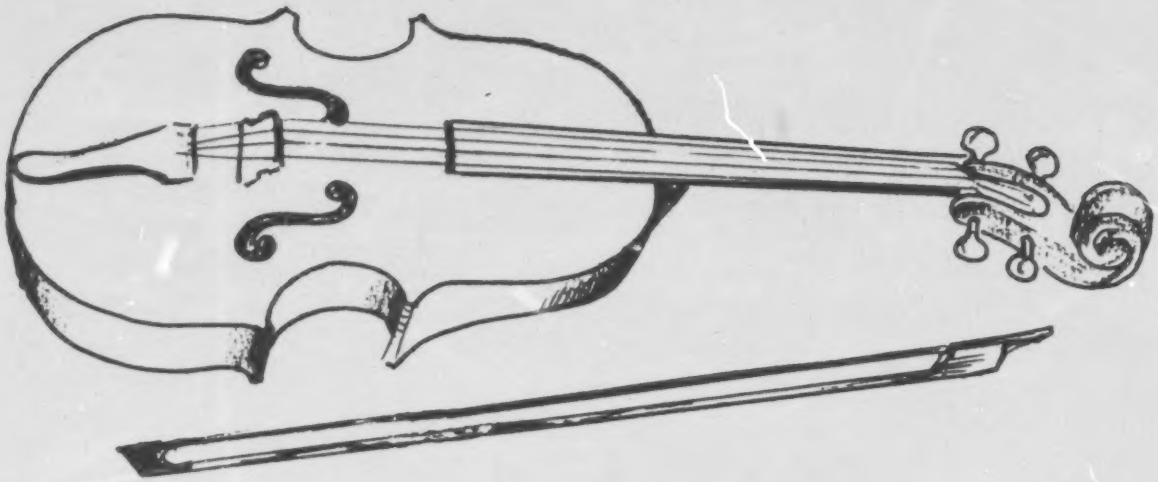
## De Colores

This song was adopted by the Mexican American Youth Organization (MAYO). It tells of the beauties of nature and, symbolically, of the brotherhood of all men.

C
De co - lo - res, de co - lo - res se vis-ten los cam-pos de
Can-tael ga- llo, can- tael ga-llo con su qui -ri qui-ri qui
G7
la-pri-ma - ve -ra. De co-lo-res, de co-lo-res son los pa-ja
ri qui-ri qui -ri. La ga-lli-na, la-ga-lli-na con su ca-ra
C
ri-tos que vie-nen de a - fue-ra. De co - lo - res, de co -
ca-ra ca- ra ca-ra ca-ra. Los po - llue-los, los po-
F
lo -res es el ar-co i-ris que ve-mos lu - cir. Y po - r e-so los gran-de-s a
llue-los con su pi-o pi- o pi- o pi - o pi.
C
G7
C
- mo-res de mu-chos co - lo-res me gus - ta-n a mí. Y po -
F
C
G7
r e-so los gran-de-s a mo-res de mu-chos co - lo-res me gus - ta-n a mí.

64 Africa

63 Mexico





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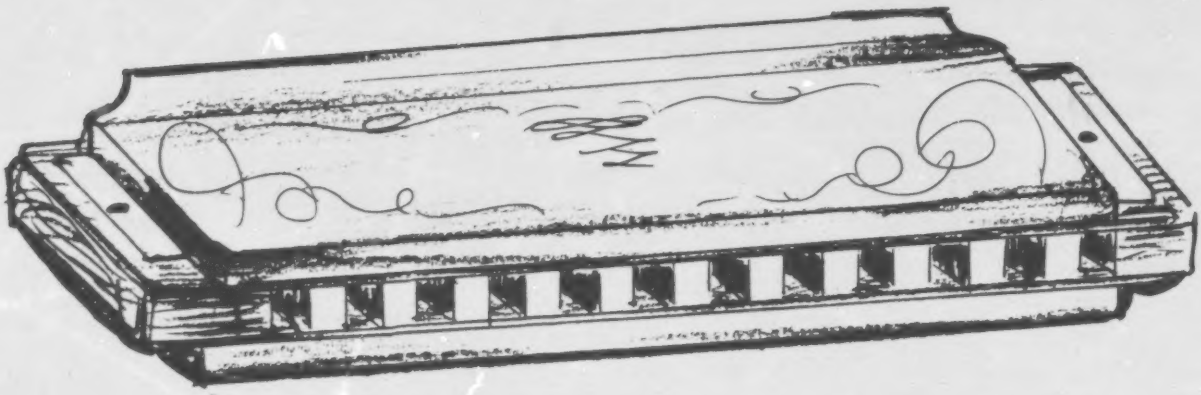



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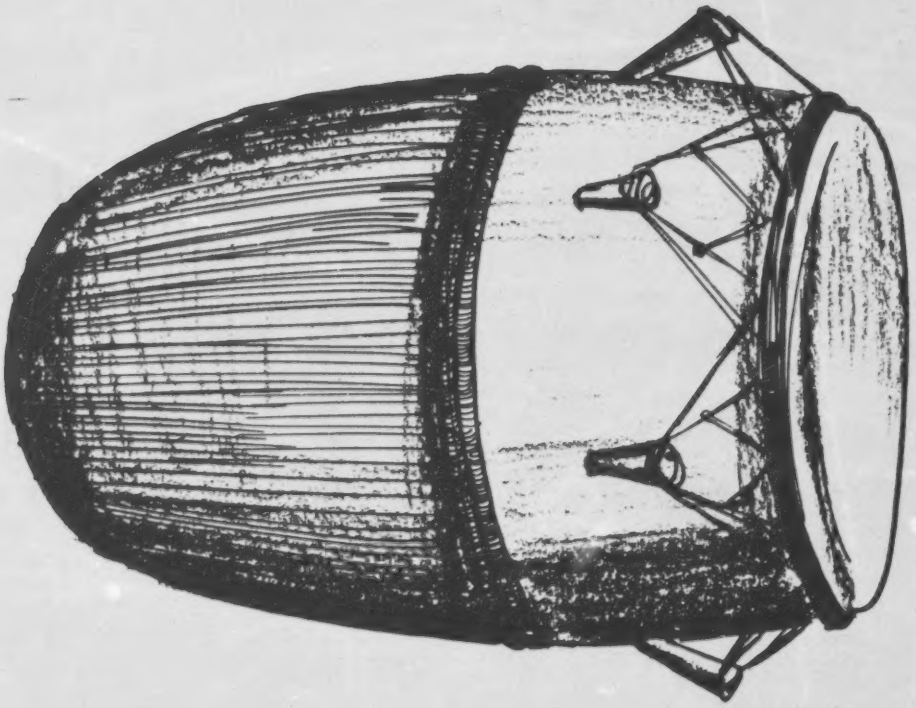

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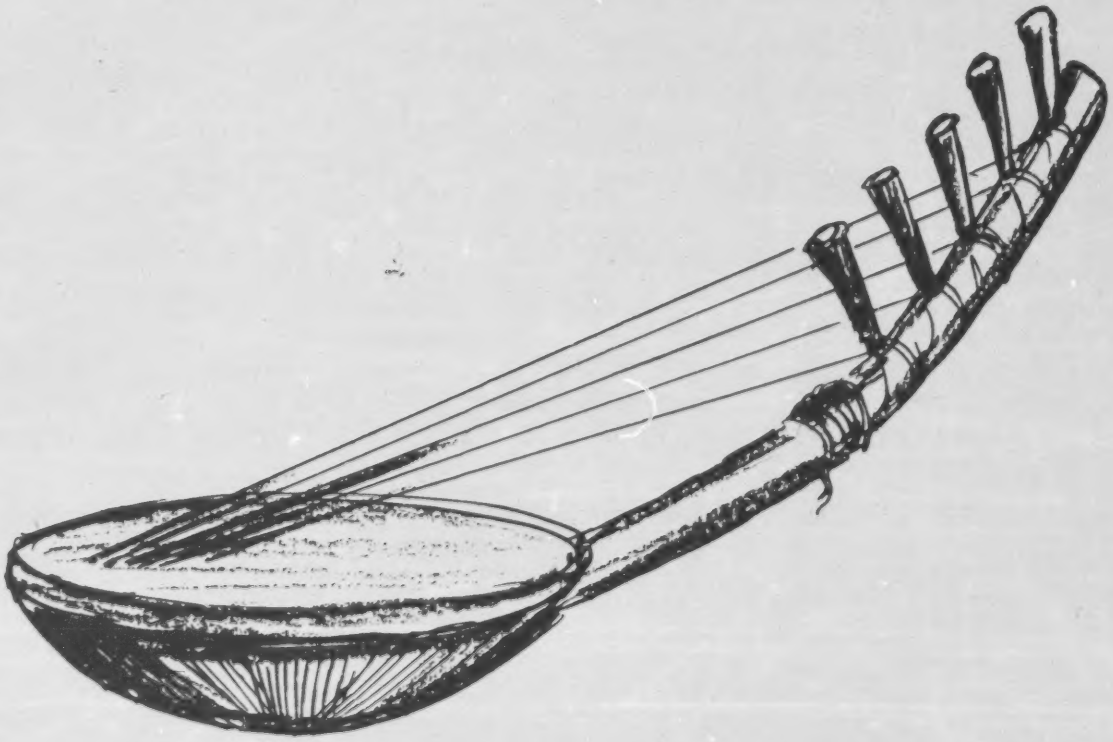



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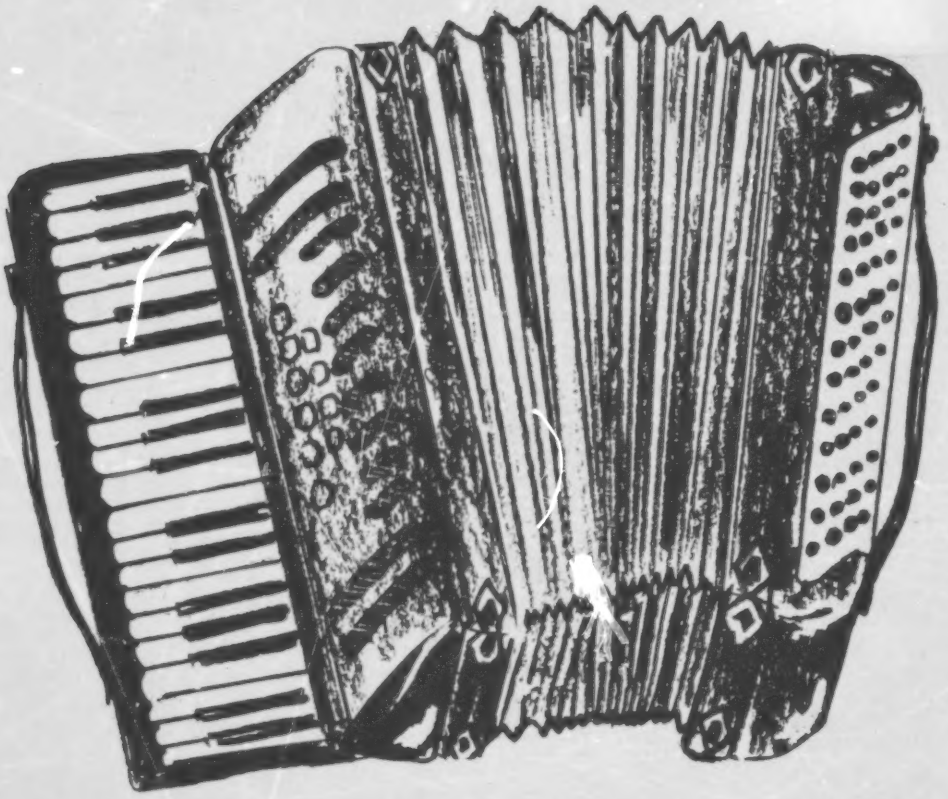

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U.S. 60

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100



66

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105

# J A P A N

FOURTH ANNUAL MIGRANT INSTITUTE

1973

COMMITTEE

| | |
|---|---|
| Janette Dean | Eloy Junior High School |
| Shirley Mundell | Eloy Junior High School |
| Gilbert Bowman | Mohawk Valley Elementary School |
| Linda Green | Maricopa Elementary School |

Recommended for Intermediate Grade Levels

# UNIT JAPAN

I. GOALS: Japan is an exciting island country. We would like our students to gain experiences in both Japan's ancient and modern culture. This unit will give the student the basic physical, geographical, and life style of a group.

II. Objectives: Given a world map, the students will be able to point to Japan with 100 percent accuracy. They will be able to name five cultural differences between U. S. and Japanese people. They will recognize three occupations based on geographic location.

III. MOTIVATION:
- A. KARATE EXHIBITION
- B. FILM - CHOOSE FROM LIST IN RESOURCE AREA
- C. FIELD TRIP - CHOOSE FROM LIST IN RESOURCE AREA

IV. Suggested Committee and Group Work

A. Japanese Art
1. Calligraphy (penmanship)
2. Silk Screening
3. Laquering
4. Oragami
5. Pottery
6. Wood Block Printing
7. Flower Arranging

B. Writing and Drama
1. Noh - drama with masks
2. Kabuki - Active drama
3. Puppet Theatre
4. Haiku Poetry
5. Tanka Poetry
6. Japanese Folk Stories and Legends

C. Preparing a Japanese Meal
1. Preparing Rice
2. Using a Hibachi
3. Tea
4. Table Setting
5. Using recipes from resource page.

D. Sports

1. Sumo Wrestling
2. Judo
3. Karate
4. Baseball
5. Gymnastics
6. Sking
7. Soccer

E. Holidays

1. New Year's Festival - January 1
2. Children's Festival
   a. Boy's Day - May 5
   b. Doll's Day - March 3
3. Feast of Lanterns (BON) July 13, 14, 15
4. Flower Festival Feb. and Apr.
5. Moon Festival - October Harvest Moon
6. Green Week - May

F. Japanese Home Life

1. Customs
2. Family Life
3. Gardens
4. Homes and Architecture

G. Industry

1. Auto and Cycles
   a. Honda, Datsun, Toyota, Yamaha, Kawasaki, Suzuki
2. Electronics
   a. Sony, Hitachi, Panasonic, Toshiba
3. Photography Equipment
   a. Minolta, Yashica, Mamiya Sekor, Pentax
4. Shipbuilding
5. Textiles
6. Steel Producers

H. Places to Visit (Geography and Physical Features)

1. Islands: Kyushu, Shikoku, Honshu, Hokkaido

2. Cities: (Pop. Climate & Famous Sites)

a. Toyko, Sopporo, Osaka, Nagasaki or Hiroshima

3. Surrounding Waters:

a. Japan Sea, East China Sea, Okhotak Sea, Pacific Ocean, Japan Current, Okhotak

4. Mountains and Island Waters:

a. Japanese Alps, Fujiyama, Mt. Aso, Shimand River and Lake Biwa

I. Natrual Resources

a. Coal, Oil, Chromite, Copper, Lead Zinc, Magnesium, Sulfur, Iron, Trees, (Camphor, Live Oak, Mulberry) Fish, (Sardines, Tuna, Salmon, Herring, Mackerel, Pike, Octopus), Sea Weed and Pearls

J. Farm Products: Rice, Radishes, Turnips, Mushrooms, Sweet Potatoes, Potatoes, Millet, Tea, Bamboo, Wheat, Oranges, Peaches, Pears, Persimmons, Oats, Barley, Rye.

V. Related Activities ( See Page )

VI. Evaluation (pre-tests - post tests) See accompaning Page

VII. Culminating Activity

A. Japaneese Dinner - (dress, food, decorations, entertainment, low tables, etc.)

B. Display Projects at Library, Open House, or PTA.

C. Field Trip to Japaneese Flower Gardens (February) on Baseline Road, Phoenix.

PRE-TEST

1. Japan is a (island, peninsula).

2. Japan is a (continent, country, state).

3. An important industry of Japan is the manufacturing of (watches, shoes, motorcycles).

4. (Karate, Basketball, Football) is a popular sport in Japan.

5. To show politeness in Japan, you (shake hands, bow, kiss).

6. The most famous mountain in Japan is (Mt. Everest, Mt. Fuji, Mt. Hood).

7. Japan's largest city is (Tokyo, New York, Sopporo).

## SUGGESTED RECIPES

### Date Won-Tons

Delicious crunchy little pastries easy to make when you have a blender and the commerical Won-Ton wrappers sold in specialty shops. Recipe for homemade Won-Ton wrappers is included however.

8 Ounces pitted dates
1/2 cup shelled walnuts
2 tablespoons orange juice frozen
2 tablespoons grated orange rind
4 to 5 dozen Won-Ton wrappers
3 cups oil
Confectioners sugar

1. Cut dates into chunks about 1 inch square. Place in blender one quarter at a time, with one quarter of the walnuts. At high speed blend into finest particles. Turn into a large bowl, add orange juice and rind, and knead into a large ball. Roll into cylinders about one inch long and fold and seal into Won-Ton wrappers.

2. Swirl in oil (in Pan) and heat to 375 or until a day-old cube of bread browns (about 1 minute). Fry Won-Tons 6 to 8 at a time until just golden brown. Drain well on paper towel, cool, sprinkle lightly with confectioners sugar before serving. Serves 12 to 15.

### Won-Ton Wrappers

2 cups sifted all-purpose flour
1/2 teaspoon salt
1 large egg
1/2 cup water

1. Combine flour and salt in bowl. Make a well in center of the bowl. Combine egg and water, and pour into the flour. Use your fingers to combine ingredients - it's easier. When well mixed and all the flour is absorbed, cover with a towel and allow to rest 20 minutes to one hour.

2. Divide dough in half. Flour the counter. Roll out the halves giving the dough a half-turn occasionally to keep the bottom well floured. Roll dough into sheets about 12 inches square, and cut these into squares 3 1/2 inches or less for the wrappers. They should be as thin as you can make them without tearing the dough. Don't pile to store, as they will stick together. Makes about three dozen.

Vinegared Rice- Japan

This is called sushi and it's eaten with cooked or raw fish such as tuna.

2 cups rice
1 and 4/5 cups water
1/4 cup of vinegar
1 teaspoon sugar
2 teaspoon salt
1/4 teaspoon MSG

1. Three hours before mealtime wash rice well. Light flame under the 1 and 4/5 cups of water in a large kettle with a tight fitting lid, and just before water boils up, drop in the rice. Bring water to a boil, lower heat, cover, and simmer 10 minutes. Rice should be firm and rather hard.

2. Place rice in shallow bowl, cook quickly while stirring in vineger mixed with sugar, salt and MSG. When served with raw fish each portion of rice is shaped into an oval and a slice of raw fish is pressed upon it.

Resources.

Japan Air Line: Free Orient shopping guide, (Box 888 Burlingame, California 94010).

Res. and Info. 252-7188 1972 Happi Holidays World Festival of Tours Guide free and 32 views of Japan, collection of essays on the history, culture, and pleasures of Japan (P.O. Box 618 New York, New York 10011) $2

YKK Zipper Company Macon Ga.

Kikkoman Shoya Company (soy sauce) Walworth Wisconsin.

Kahill and Edmand Travel Agents Financial Center, Central Ave., Phoenix 264-0611

Tang's Imports of the World, 4821 East 20th Street, Phoenix 955-7990

Asia House, 2310 East McDowell, Phoenix 267-7461

Oriental Food Center Food, magazines and housewares, 3920 Grand Avenue, Phoenix 937-7285

Valley Cycle Center, 3427 East McDowell, Phoenix 275-5474

Western Honda, 6907 East McDowell, Scottsdale 947-4287

Tri-City Motorcycles, 2308 East Apache Blvd. Tempe

Minolita Corp. Phoenix 266-4734

Schafer's Camera Corner, Pima Plaza, Scottsdale 945-6609

Scott Toyota, 7520 East McDowell, Scottsdale 945-0761

ABC Datsun, 7649 Camelback Road 277-7649

Arizona World Trade Association, 44 East Indian School Road, Scottsdale 946-7959

Nakamura Farms, 3309 East Baseline Road (Flower Gardens in Feb.) 276-1003

Buddist Church of Arizona, Rev. Chiken Takeda, 4142 West Clarendon 278-0036

Japanese American League, 5414 West Glenn Drive, Glendale, AZ 931-1985

Toshiba Television American Appliance Distribution Co., 310 S. 29th Street, Phoenix 273-1395

Panosonic Branch Office, Fuch J. Norman Co., 2334 North 32nd St., Phoenix 956-3560

Sony Corp., San Diego, California

YMCA Karate Club

FILMS - 16 mm. COLOR, SOUND FREE ASSOCIATION - STERLING FILMS 866 3rd Avenue. New York, New York 10022

(Pay only return postage-book 3 months in advance)

| | |
|---|---|
| Agriculture Today in Japan | 30 min. |
| Architecture of Japan | 20 min. |
| Children At Play | 19 min. |
| Culinary Art of Japan, The | 29 min. |
| Family of Tokyo, A | 20 min. |
| Festivals of Japan | 21 min. |
| Fishery in Japan | 28 min. |
| Four Seasons in Japan, The | 27 min. |
| Gardens of Japan | 18 min. |
| Industrial Japan | 28 min. |
| Japan - A Profile of the Nation Today | 29 min. |
| Japan - 1970 | 29 min. |
| Journey Through Japan | 27 min. |
| Language of Japan, The | 20 min. |
| Life from the Sea | 26 min. |
| Modern Architecture of Japan | 28 min. |
| Schooling for Progress | 29 min. |
| Science and Technology in Japan | 29 min. |
| Two Weeks in Japan | 30 min. |

FILM FREE - 16 mm Color: Sound borrower pays return postage-book 8 weeks in advance)

Mercury Marine Film Library
1939 Pioneer Road
Fond du Lac, Wisconsin 54935

Oriental Odyssey 27 min.

FILMSTRIP - ASU LIBRARY Encyclopedia Britannica Films 2429 Teagarden St. San Leandro, CA 94577

443 Farm Village in Japan

114 Guatama Budha; The Enlightened One (Sound Filmstrip - one)
of set "Men Who Made History"

FILMSTRIPS - ASU LIBRARY (continued)

168 Japanese Children

441 Japanese Fishermen

444 Japanese Workshops and Factories

RESOURCE MATERIALS - SOMERTON LIBRARY

Non-Fiction Books

| | | | |
|---|---|---|---|
| Japan | Boschmans, R. | Doubleday | 1964 |
| Japan | Pitts, Forrest R. | Fideler | |
| Let's Travel in Japan | | Geis, Darlene | 1965 |
| They Lived Like This In Old Japan | | Neurath, Marie | 1966 |

Fiction

| | | | |
|---|---|---|---|
| The Greedy One | Martin, Patricia Mizes | Rand McNally | 1964 |
| The Rice Cake Rabbit | Lifton, Betty Jean | Norton | 1966 |

ARTICLES: NATIONAL GEOGRAPHIC MAGAZINE

| | | | |
|---|---|---|---|
| Aug. 1942 | pp. 225-252 | April 1947 | pp. 491-530 |
| April 1944 | pp. 385-416 | July 1971 | pp. 121-134 |
| Oct. 1944 | pp. 385-424 | March 1970 | |
| Nov. 1945 | pp. 513-534 | Sept. 1972 | |
| Dec. 1945 | pp. 753-768 | | |

Western Horseman "Toyko's Mounted Police" - Brad Anseth June 1973

FILMS SOMERTON LIBRARY

Bamboo - Plant of a Thousand Uses (Inter. JR.H.,) Distributed by Bfa Educational Media

Moonbeam Princess - A Japanese Fairy Tale (P) Distributed by Coronet Inst. Film

Transportation Around the World (P) (I) Distributed by Coronet Inst. Film

## BIBLIOGRAPHY


Europe and Asia, W. H. Sadlier, Inc.

Into New World, McMillian "Child of Nagasaki"

Man and Change, Silver Burdette Company

New World and Eurasian Cultures, Allyn and Bacon, Inc

Oriental Cooking the Fast Way Jacqueline Heriteau

Prose and Poetry 7th Grade "The Big Wave", Pearl Buck, radio play

Regions Around the World, Allyn and Bacon

The Social Sciences, Harcourt, Brace and Jovanovich

The Story of Japan, Lee W. Farnsworth

Voices of Man East and West, Leswing Communications

We of Nagasaki! Dr. Takashi Nagai

# AFRICA, LAND OF CONTRASTS

(Grades 6, 7 and 8)

COMMITTEE MEMBERS

| | |
|---|---|
| Cayetano Acosta | ESL Teacher, Dysart |
| Shirley Bowman | Sixth Grade Teacher, Mohawk Valley |
| Don Brink | Migrant Consultant, State Department |
| Josie Herndon | Reading Teacher, Wellton |
| Wes Wesner | Principal, Somerton |

FOURTH MIGRANT INSTITUTE -- 1973

HOW MUCH DO KNOW ABOUT AFRICA?

1. Africa has three main climate areas. Cross out the one that does that does not belong: (a) Grasslands (b) Cold, frozen tundra (c) Hot, tropical rain forests (d) Deserts.

2. Africa has three major racial groups. Cross out the one that does not belong: (a) Negroes (b) Arabs (c) White (d) Oriental.

3. Circle the African country in which is found evidence of one of the earliest civilizations: (a) Rhodesia (b) Union of South Africa (c) Egypt (d) Tanzania.

4. The longest river in the world is found in Africa. Circle its name: (a) Nile (b) Congo (c) Mississippi (d) Amazon.

5. The Union of South Africa is famous for its mining of two minerals. Circle them: (a) Lead and zink (b) copper and silver (c) Tin and manganese (d) Gold and diamonds.

6. The largest desert in the world is found in Africa. Circle it:
   (a) The Sahara Desert (b) The Gobi Desert
   (c) The Mohave Desert (c) The Great Sandy Desert.

7. Three major religions predominate in Africa. Cross out the one that does not belong: (a) Buddhism (b) Christian (c) Moslem (d) Tribal religion.

8. A large oil strike was recently made in Africa. Circle the name of country in which this oil was discovered:
   (a) Chad (b) Kenya (c) Libya (d) Union of South Africa.

9. Most of Africa is now independent, but one country still has large colonies there. Circle the name of this country:
   (a) Russia (b) Portugal) (c) England (d) United States

10. Circle the name of an organized hunting party going after big animals: (a) Watusi (b) Zulu (c) Safari (d) Ticki-Ticki.

AFRICA, LAND OF CONTRASTS
(Grades 6, 7 and 8)

Goal: To make the students aware of the tremendous contrasts in:

(1) Culture; Arab, Negro and White peoples in Africa
(2) Climate; Desert, Grassland and Tropical rainforest areas
(3) Animal life; Herbivorous and Carnivorous types

1. Motivation:
   a. Display study prints from the Society of Visual Education, Children of Africa ($8.00), and ask the students, "Which of these pictures are about Africa?"

   b. Administer the pre-test to let the students know how much or how little they already know about Africa. (After the unit work is completed, this same test can be used for a post-test for evaluation purposes.)

   c. Discuss with the students and list things that they would like to know about Africa.

2. Committee Work Possibilities:
   a. Map Work
      (1) Map the three main climatic regions of Africa and illustrate the map with pictures depicting life in these regions.

      (2) Map locations and illustrate the major natural resources; rivers, minerals, lumber, etc.

      (3) Map habitats and illustrate types of wild animals.

      (4) Make comparison maps of Africa during colonial times and in the present.

   b. Committee Activities

      (1) Study one of the three main racial groups of Africa: Arab, Negro or White; make stand-up dolls showing type of dress, followed with oral or written reports.

      (2) Study the wildlife found in one of the three major climatic areas: Desert, Grassland or Rainforest; illustrate through pictures, collages or murals.

(3) Find out about minerals and mining in Africa: Gold, Diamonds, Copper, Oil and Bauxite; where are these found? Students may compare an African copper mine with an Arizona mine. Diagrams of a mine shaft may be made. Exportation of these minerals may be studied in relation to industry in Africa.

(4) The history of Egypt may be studied: a Time Line may be made, or scale models of pyramids, etc.

(5) Life along one of the four major rivers may be studied: Choose the Nile, Congo, Niger or Zambesi River and follow its course; the people, climates, etc., can be included in this study and presented by use of a salt-flour relief map, or by giving a scenic tour of the river.

(6) One of the three major religions may be studied: Choose either Moslem, Christian or tribal religions and relate the religion to the race of peoples it applies to; students may write a skit about a major religious character, or make up a filmstrip type of presentation.

(7) An individual tribe may be studied: The Zulu, Watusi, Bantu or Pigmy people are only a few to be suggested; a diorama, sculptures or customs and types of food and dress may be presented.

(8) An individual country may be studied: The history of the country, or letters from pen-pals, or charts and graphs showing industry or types of people, etc. may be given.

(9) The slave traffic may be studied: travel routes could be mapped, or the African history of slave trade noted.

3. Additional Activities:

a. African masks made from paper mache

b. Weapons and tools modeled from clay or cardboard

c. Dioramas of dwellings and life styles, animal habitats, etc.

d. Bulletin board displays of maps and illustrations

e. Wire sculpture depicting African or primitive art

f. Current events scrapbooks or newspapers about Africa.

g. Construction of a general scrapbook about Africa

(Any of the activities suggested in sections 2 or 3 may be interchanged or substituted according to group interest.)

4. Evaluation:

   a. Observe participation in group work or individual students.

   b. Evaluate product of individual committees.

   c. Ask each committee to submit three questions about the most important aspects of their topic. Questions may be used in a group contest.

   d. Administer the post-test.

5. Culminating Activities:

   a. Prepare a program for presentation over television of reports and demonstrations from various committees.

   b. Present a program or open house for interested classes.

   c. Display unit products and reports in the school library or other appropirate places.

NOTES AND ADDITIONS:

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Africa. T. K. Butcher

Africa. William D. Allen. Fideler Co., 1966.

Africa: Awakening Giant. Sidney Lens. Putnam Company.

Africa: Geography of a Changing Continent. J. M. Prichard. Grades 9-12 (513 N 8419-007) Africana Publishing Company.

African Kingdoms. Basil Davidson and the Editors of Time-Life Books. Silver Burdett Company, 1966.

All About the Jungle. Armstrong Sperry. Random House, 1959.

An Alphabet of Ancient Egypt. Mary Chubb. Watts International, (Great Britain), 1966.

A Glorious Age in Africa. Daniel Chu and Elliott Skinner. Doubleday and Company, 1965.

Continent in a Hurry. Ella Griffin. Coward-McCann Company.

Finding Out About Geography - North Africa and the Near East. Robert Clayton. Golden Press, 1968.

Follett Classroom Atlas. Follet and Company, 1968.

Getting to Know Africa. Sam Alden. Coward-McCann Company.

Great Day in Ghana - Kwasi Goes to Town. Geraldine Kaye. Abelard-Schuman, 1962.

How People Live in Africa. Mary E. Crieg. Benefic Press, 1963.

Lands and People of the World: Africa, Australia, Oceania. Vol. 5, Grolier Inc., 1967.

Let's Travel in Nigeria and Ghana Glen D. Kittler. Children's Press, Inc., 1965.

Let's Travel in the Congo. Glenn D. Kittler. Children's Press Inc., 1965.

Let's Visit Middle Africa. J. C. Caldwell. John Day Company, 1968.

Let's Visit Our Neighbors in Africa. J. C. Caldwell. John Day Company, 1968.

Let's Visit South Africa. J. C. Caldwell. John Day Company, 1968.

Let's Visit West Africa. J. C. Caldwell. John Day Company, 1968.

My First Geography of the Suez Canal. Arensa Sondergaard. Little, Brown and Company, 1969.

Rand McNally Answer Atlas. Rand McNally, 1968

Stanley African Explorer. Fredrika Shumway Smith. Rand McNally Company 1968.

The Congo, River Into Central Africa. Red Schroeder. Garrard Publishing Company, 1964.

The First Book of Africa. Langston Hughes. Franklin Watts, Inc.

The First Book of Ancient Egypt. Charles Alexander Robinson, Jr. Franklin Watts, Inc., 1961.

The Golden Picture Atlas - Africa. (Book 5) Golden Press, 1960.

The Illustrated Book About Africa. Felix Sutton. Grossitte Company.

The Land and People of South Africa. Alan Poston. Lippincott.

The Lands and People of East Africa. Benfield Baker, M.A. Macmillan and Company.

The Nile - Lifeline of Egypt. Violet Weingarten. Garrard Publishing Company, 1964.

The Nile: The Story of Pharoahs, Farmers and Explorers. Ruth Warren. McGrae-Hill, 1968.

Visual Geography Series - Ethiopia. Alfred Acqucye. Stirling Press, 1970.

FILMSTRIPS

Encyclopedia Britannica: 2429 Teagarden Street
San Leandro, CA. 94577
(Tel. 415-483-8220)

Animals and Birds
Animals and Smaller African Animals

Birds of the Tropical Forests

Cats of the Tropical Forests
Contrasts in Nigeria

Highlands of Kenya

King of Beasts

FILMSTRIPS (continued)

Land of the Tropical Forests
Larger Animals of Africa
Life Along the Congo River
Life Along the Nile
Life and Death on the African Plain

Mammals of the Tropical Forests
Modern Egypt
Monkeys of the Tropical Forests

Native Tribes

Oasis in Libya

Plants and Flowers

Reptiles and Amphibians of the Tropical Forests

The Bantu in South Africa
The Region

Eye Gate House Inc:

The Story of the Negro-American

Free Filmstrips and Slides:

These require only return postage and insurance (if any) paid. Be sure to order at least four weeks in advance.

1. South Africa -- Conservation and Development (1971)

   Part I The Land
   Part II The People

   Order from: Bear Films, Inc.
   805 Smith Street
   Baldwin, New York 11510
   (Wall charts and student leaflets may also be ordered. Teachers MAY KEEP this filmstrip.)

2. Refugees in Africa (Slides in color)
   (Tells about victims of political upheavals.) Order from:

   Stirling Films
   2221 Olive Street
   Los Angeles, CA 90007

3. The Creative Past: Art of Africa (78 slides in 2 parts)
   (Shows the development of African Art from 300 B.C. to early 20th Century.) Order from:

   National Gallery of Art
   Extension Service
   Washington, D. C. 20565

FILMS

Born Free (Movie)

Somerton Library:

| | | |
|---|---|---|
| #310 | Africa - An Introduction | I-J |
| 478 | African Animals | P-I |
| 341 | Boy of Central Africa | I-J |
| 100 | Life of Nomad Peoples - Desert Dwellers | I |
| 247 | Mammals of Africa and India | I |

Free Films: (16 mm. Order well in advance. Require return postage.)

Africa (240 min. Sound/Color 1967)
A panaramic view of Africa. May be shown in two parts.
Order from:

3 M Company
Miss Clara Charles
Film Lending Service 220-6W
2501 Hudson Road
St. Paul, Minn. 55119

The Haj (30 min. Color/Sound)
Pilgrimmage to Mecca from all over the world. Order from:

Farm Film Foundation
1425 H. Street Northwest
Washington, D.C. 20005

The following seven films come from the same source, however only one per year may be ordered due to demand. Be sure to order well in advance. Order from:

Egyptian Government Tourist Office
630 Fifth Avenue
New York, New York 10030

| | | |
|---|---|---|
| Egypt: 5000 Years | ( Sound/Color | 20 min.) |
| Egyptian Beaches | ( Sound | 24 min.) |
| Cairo, A New Skyline | ( Sound | 10 min.) |
| Cairo: One Thousand Minarets | (Sound/Color | 20 min.) |
| New Horizons | ( Sound | 10 min.) |
| This is Egypt | ( Sound | 25 Min.) |
| Summertime Wintertime | (Sound/Color | 25 min.) |

About Egyptian tourist attactions.

STUDY PRINTS

Children of Africa (Set SP - 131 $8.00)

Order from: Society for Visual Education
1345 Diversey Parkway
Chicago, Ill. 60614

TRANSPARENCIES

Encyclopaedia Britannica

Africa, Past and Present Units I, II, and III

Africa, The Land

Africa, The People

RECORDS

"Children of Africa", from Silver Burdett

POPULAR MUSIC

"Kumbayah"

NOTES AND ADDITIONS:

BOOKS FOR YOUNG READERS:*

Albert Schweitzer: Genius of the Jungle, Joseph Gollomb, Vanguard, 1949. (Portrait of a great man.)

Born Free. Joy Adamson. (Paperback editions.)

Boy of the Pyramids; A Mystery of Ancient Egypt. Ruth Fosdick Jones. Random House, 1952.

Cow-Tail Switch, and Other West African Stories. Harold Courlander and George Herzog. Holt Rinehart and Winston, 1947 (Humorous folk-tales.)

David Livingstone, Foe of Darkness. Jeanette Eaton. Morrow Company, 1947. (A man who loved and served Africa.)

Elephant Herd. Mirian Schleim. Scott, Inc.

Fire on the Mountains and Other Ethiopian Stories. Harold Courlander, George Herzog and Leslau Wolf. Holt, Rinehart and Winston, 1947(Humorous folk-tales.)

Here is Africa. Attilio Gatti and Elen Morgan Gatti. Scribner, 1943.

Kamanda, An African Boy. Attilio Gatti. McBride, 1953. (True story of a Belgian Congo boy.)

Lion Boy: A Story of East Africa. Alden Gifford Steven. Lippincott, 1938.

Living Free. Joy Adamson (Paperback editions.)

Look Out for the Ostriches! Tales of South Africa. Jan Juta. Knopf, 1949. (Stories from the author's childhood.)

On Safari. Theodore J. Waldeck. Viking Press, 1940.

Pepperfoot of Thursday Market. Robert Davis. Holiday, 1941. (A Berber boy and his donkey.)

Picken's Exciting Summer. Norman Davis. Oxford Press, 1950.

Picken's Great Adventure. Norman Davis. Oxford Press, 1950. (The everyday life and adventures of a chief's son.)

The Gift of the River: A History of Ancient Egypt. Enid La Monte Meadowcroft. Crowell, 1947.

The Secret of the Hawk. (Slave trade in Africa.)

Treks Across the Veldt. Theodore J. Waldeck. Viking, 1940.

* Suggested by World Book Encyclopedia and Compton's Encyclopedia.